



2013-2014 SCHOOL IMPROVEMENT PLAN

Simon Youth Found Acad At Outlet Mktplce
5253 INTERNATIONAL DR STE B4/B5
Orlando, FL 32819
407-858-6114

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Simon Youth Found Acad At Outlet Mktplce

Principal

William Tovine

School Advisory Council chair

Lamont Lofton

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
William Tovine	Principal
Beverly Middleton	Assistant Principal
Ima McCray	Assistant Principal
Daniel Toffoli	Assistant Principal
Deborah Williams	Senior Administrator
Shirley Johnson-Delgado	Senior Administrator
Inga Smith	Dean
Maribel Lebron	Dean

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Lamont Lofton, Chairperson, community member, Black, conduct meetings, oversee committees.
 Terri Medus, Co-Chair, instructional staff, White, assist the chairperson,takes over duties of chair in his absence.
 Bill Tovine, Principal, White.
 Deborah Johnson, Secretary, instructional staff. Black, takes minutes of meetings. sends minutes to the district.
 Barbara Kemp,Treasurer, Black, classified staff, oversees expenditures.
 Tammye Young, instructional staff, Black
 Elizabeth Morales, classified staff, Hispanic.

Inga Smith, instructional staff, Black.
Larry Eason, community member, Black.
Bill Young, community member, White
Janice Joslin-Foskett, community member, White
Ozzie Laracuenta community member, Hispanic
Ruiz Shivrattan, community member, Multiracial
Melinda Chisolm, parent member, Black
Ashley Chisolm, student member, Black

53% of members are not employed by the school district. Members volunteer or are nominated to serve on the SAC committee. Instructional votes for instructional, classified votes on classified, parents vote on parents, students vote on students, and the community members are appointed by the principal.

Involvement of the SAC in the development of the SIP

The SAC committee was an integral part of the development and approval of the SIP. SAC members were divided into sub-committees for data review and goal setting for the SIP.

Activities of the SAC for the upcoming school year

The SAC committee activities include:

1. Attending meetings 6 times per school year
2. Conducting a needs assessment based on the analysis of student achievement and other data.
- 3.. Developing and assessing school climate and safety surveys to be completed by students, parents, educational and agency personnel and using the survey results to plan for the next school year.
4. Report assessment and survey results to the area superintendent.
5. Participating in school based budget review and oversight expenditures.
6. Overseeing the implementation of the 2013-14 SIP.
7. Reviewing year end data to determine goals and activities for the 2014-15 SIP.
8. Completing the final 2014-15 SIP

Projected use of school improvement funds, including the amount allocated to each project

Reading Budget: Substitutes for PD \$2000.00
Mathematics Budget Substitutes for PD \$1000.00
Science Budget: Substitutes for PD and supplies \$3000.00
Writing Budget: Substitutes for PD \$1000.00
Stem Budget; Substitutes for PD \$1000.00
Highly Qualified Mini Grants \$2000.00
Misc. \$3000.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

7

Deborah Williams		
Asst Principal	Years as Administrator: 18	Years at Current School: 2
Credentials	School Principal, (all Levels) English For Speakers Of Other Languages (esol), Endorsement English, (grades 6 - 12) Gifted, Endorsement	
Performance Record	School not graded.	

Shirley Johnson-Delgado		
Asst Principal	Years as Administrator: 16	Years at Current School: 6
Credentials	School Principal, (all Levels) English, (grades 6 - 12)	
Performance Record	School not graded.	

Instructional Coaches

of instructional coaches

7

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Janet Wiedman		
Full-time / School-based	Years as Coach: 16	Years at Current School: 10
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	6-12 Social Studies Certification 6-9 English Certification Elementary Education Certification Reading Endorsement M.S. Industrial Psychology	
Performance Record	School not graded.	

Donna Wallace		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Elementary Education, (grades 1 - 6) Reading, Endorsement	
Performance Record	School not graded.	
Mary Jo Schwartz		
Full-time / School-based	Years as Coach: 3	Years at Current School: 1
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Elementary Education, (grades K - 6) Mathematics, (grades 5 - 9) Reading, Endorsement	
Performance Record	School not graded.	
Carla Morris		
Full-time / School-based	Years as Coach: 2	Years at Current School: 5
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	M.Ed.-Curriculum Instruction & Development, M.B.A.-Business Administration School Principal (All Levels) Educational Leadership, English 5-9	
Performance Record	School not graded.	
Tiffany Hardman		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Elementary Education, (grades K - 6) English For Speakers Of Other Languages (esol), (grades K - 12) Exceptional Student Education, (grades K - 12)	
Performance Record	School not graded.	

Peggy Schwartz		
Full-time / School-based	Years as Coach: 11	Years at Current School: 4
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Elementary Education, (grades 1 - 6) English, (grades 6 - 12) Coaching, Endorsement Reading, Endorsement	
Performance Record	School not graded.	

Michelle Paul		
Full-time / School-based	Years as Coach: 2	Years at Current School: 5
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Elementary Education, (grades K - 6) Biology, (grades 6 - 12) Exceptional Student Education, (grades K - 12) Mathematics, (grades 6 - 12)	
Performance Record	School not graded.	

Classroom Teachers

# of classroom teachers	40
# receiving effective rating or higher	37, 93%
# Highly Qualified Teachers	80%
# certified in-field	29, 73%
# ESOL endorsed	3, 8%
# reading endorsed	7, 18%
# with advanced degrees	18, 45%
# National Board Certified	0, 0%
# first-year teachers	2, 5%

with 1-5 years of experience

5, 13%

with 6-14 years of experience

15, 38%

with 15 or more years of experience

17, 43%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

13

receiving effective rating or higher

13, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Professional Learning on site and resources provided to assist teachers in acquiring multiple certifications that are needed to be highly qualified at Alternative Education. Person responsible: Principal, Site Administrator, Lead Teacher, Instructional Coaches, CRT.
2. Seek teachers with multiple certifications. Person responsible: Principal, Assistant Principal/Site Administrator.
3. Resource team offers Extensive Professional Learning which assists teachers to renew certifications. Person responsible: Assistant Principal, CRT, Instructional Coaches, Lead Teacher.
4. Mentor-Mentee program for beginning teachers and as instructional support for Out-of-Field teachers. Person responsible: Assistant Principal, CRT, Instructional Coaches, Lead Teacher, Instructional Leaders.
5. School decision making process is open to active input from teachers. Person responsible: Assistant Principal/Site Administrator.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The following activities are implemented for teachers that require mentoring: observations and feedback, biweekly mentoring meetings, coaching and modeling lessons with the use of thinking maps, technology, data chats and differentiated instruction, oversight of certification course work and exam preparation. Pairings of mentors and mentees are based on an experienced classroom teacher, staff developer and/or coach and someone who is highly qualified in their subject area.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Alternative Education uses the CIM model to analyze data, determine needs, implement intervention and acceleration and adjust instruction as necessary. We engage in a monthly data cycle beginning with a meeting of representatives of all sites with the administrators, CRT and instructional coaches, followed by data meetings at each site, followed by biweekly individual student data meetings. Site representatives bring data on all student SIP goals to the Principal's Data Meeting monthly. Teacher capacity SIP goals are tracked through Coaches' Reflective Logs in which they record coaching and observation data by goal. Coaches also collect data on teacher capacity goals from lead teachers and bring the data to biweekly coaches' meetings, where the CIM process is applied. Administrators then add their input to the results of the coaches' meetings and apply the CIM process biweekly in the administrative meeting.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The team meets weekly to assess student performance, school wide goals, and initiatives.

1. The team evaluates screening data on reading, math, science and writing performance for each student.
2. Student strengths and weaknesses are analyzed and recorded.
3. An intervention plan to target weaknesses is developed including specific instructional methods and targeted assessments.
4. The team reviews the progress of each student on a biweekly basis. If the intervention is not effective, the team problem solves and develops an amended intervention plan for the student.
5. The team continues to progress monitor, insuring that all students achieve growth in their areas of weakness.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Alternative Education MTSS team models the method used by all centers in Alternative Education (AE). The MTSS team reviews diagnostic information to assist in targeting the reading needs of students, enabling more students to be effectively served through common core reading and mathematics programs. This allows us to focus on providing one on one instruction for Tier III students. The student's level of need dictates the level of support. Alternative Education Centers meet monthly for a Principal's Data Meeting in which every site is represented. Data is reviewed and analyzed to implement and drive appropriate instruction.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data management system used to summarize and collect tiered data is SMS/IMS and a series of specific MTSS forms designed for the Process.

Data Sources for Reading: FAIR, SRI, Benchmark Tests, Benchmark Mini Tests, Intensive Reading Program assessments, diagnostic assessments.

Data Sources for Math: SMI, Benchmark Tests, and Mini Benchmark Tests.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The plan used to support the understanding of MTSS to build capacity in data-based problem solving will be embedded in staff development and shared during PTA and SAC meetings, and parent involvement activities that are planned throughout the school year. Explanations will be expanded to reinforce the intervention plan to target weaknesses and address the specific instructional methods and targeted assessments.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program
Minutes added to school year: 9,000

Alternative Education students are traditionally below grade level and behind in credits, provide summer school opportunities to earn credits and and shorten the gap between the students and their cohort groups.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Guidance Counselors determine the number of credits earned towards graduation and which core classes provided the most student success.

Who is responsible for monitoring implementation of this strategy?

Guidance Counselors and Administration.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
William Tovine	Principal
Ima McCray	Assistant Principal
Daniel Toffoli	Assistant Principal
Beverley Middleton	Assistant Principal
Deborah Williams	Senior Administrator
Shirley Johnson-Delgado	Senior Administrator
Inga Smith	Dean
Maribel Lebron	Dean
Janet Wiedman	Instructional Coach

Name	Title
Patty Gilbert	Guidance
Michelle Paul	Instructional Coach
Terri Medus	Transition Specialist
Peggy Schwartz	Instructional Coach
Tiffany Hardman	Instructional Coach
Carla Morris	Instructional Coach
Mary Jo Schwartz	Instructional Coach
Donna Wallace	Instructional Coach
Yatonda Ball	Lead Teacher
Alex Van Grondelle	Lead Teacher
Deborah Johnson	Lead Teacher
Sheryl Coney	Lead Teacher
Yochebed Levi	Lead Teacher
Listine Beckford	Lead Teacher
Renee Butts	Lead Teacher
Michelle Cason	Lead Teacher
Cheryl Sermon-Wilson	Lead Teacher

How the school-based LLT functions

The Literacy Leadership team convenes weekly to plan, monitor/adjust, evaluate, and address school based issues and activities.

Guidance Counselor: Provides academic input for student progression along with behavioral documentation and scheduling needs/concerns.

Instructional Coaches: Spend a minimum of 50% of their time in classrooms, supporting SIP goals by professional development, modeling, observation and reflective conversation. Research scientifically based curriculum, assessment and intervention approaches. Help to disaggregate student data, provide assistance with interpretation of data and assist teachers with implementation of differentiated instruction. They also maintain reflective logs which record data on implementation of SIP goals by instructional staff, and meet biweekly to analyze the data and make staff development decisions through the CIM process.

Assistant Principal: Oversees the implementation of the principals and district's vision and mission. Ensures that effective school based strategies and interventions are implemented, documented, and continuously monitored to address the diverse needs of all students. Guides and supports the school based leadership team to develop research based methods for faculty to impact student achievement through professional development. Forms a partnership with all shareholders to communicate site based plans and activities.

Major initiatives of the LLT

- Improvement of reading strategy instruction in all content areas, focusing on close and careful reading of complex text.
- Develop teacher capacity in differentiated Instruction.
- Develop teacher capacity in raising rigor of daily instruction.
- Develop evidence-based argumentative writing teaching and student skills.
- Develop meaningful assessment in all core areas to monitor and/or address student needs.

- Implementation of Professional Learning Communities which will improve the effectiveness of curriculum implementation through common assessments.
- * Provide assistance with interpretation of data and application of CIM process.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Alternative Education is focusing on developing skill in close and careful reading of complex text as well as higher order questioning and assignments and evidence-based written argument. We will use intervention programs to remediate skills and Achieve 3000 to increase rigor as well as core reading programs. We have created several school-wide initiatives that are currently being implemented throughout every classroom, regardless of content taught. All teachers participate in Response to Intervention (RtI) progress monitoring. We have incorporated a literacy focus calendar, vocabulary strategies/initiatives are provided to every teacher, and Thinking Maps are being used in every classroom. Common assessments developed for all subject areas through Professional Learning Communities (PLCs) will incorporate reading benchmarks. These initiatives also support the requirements for our new observation system offering additional support to the teachers.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. The Alternative Education Schools literacy vision is to develop competent, literate citizens who take ownership for personal goal setting and development in a competitive world. Guidance counselors provide a framework that assists students in choosing courses that meet high school graduation requirements and include benchmarks of the Next Generation Sunshine State Standards. The framework shows relevance to the students' goals by meeting Bright Futures Scholarship core and elective requirements, comprehensively align with the essential workforce skills and align with the US Department of Education Career Clusters. Each student is scheduled to a vocational/ career block upon their enrollment in the program. Alternative Education counselors meet with each student and School Counselors work with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. School Counselors meet with students in small groups and individually to discuss future plans, investigate careers and post secondary requirements and helps students seeking financial assistance. All students who are in attendance for 10 + days attend student/teacher data chat meetings to help build positive relationships and discuss data and planning for the future. These students are also provided with a Career Decision Making survey tool. Various topics are emphasized by grade level to ensure student course of study is more meaningful to them, now in high school and beyond. Guidance counselors provide a course checklist outlining specific courses based on cohort, grade level and academic needs as it relates to the district's Student Progression Plan. Students on target for meeting the graduation requirement are given the opportunity to experience a curriculum with career influence which promotes positive outcome for future endeavors.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

School Counselors work with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. School Counselors meet with students in small groups and individually to discuss future plans, investigate careers and post secondary

requirements and helps students seeking financial assistance. The counselors also arrange college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure student course of study is more meaningful to them, now in high school and beyond.

Strategies for improving student readiness for the public postsecondary level

To measure student skills needed for college, all 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Seniors are provided with SAT and ACT study guides and practice tests and are exposed to and encouraged to apply for the various scholarships available to them.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	12%	13%
Students scoring at or above Achievement Level 4	14	4%	5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	22	7%	10%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		5%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	89%	94%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		39%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		5%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	18	18%	19%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		[data excluded for privacy reasons]	3%
Students in lowest 25% making learning gains (EOC)		[data excluded for privacy reasons]	3%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		[data excluded for privacy reasons]	8%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	17%	18%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	2%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		15%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		6%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		12%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		4%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students	0	0%	60%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	183	13%	12%
Students in ninth grade with one or more absences within the first 20 days	25	33%	31%
Students in ninth grade who fail two or more courses in any subject	29	33%	30%
Students with grade point average less than 2.0	180	40%	37%
Students who fail to progress on-time to tenth grade	21	24%	21%
Students who receive two or more behavior referrals	16	1%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	45	3%	2%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	27	2%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	59	59%	65%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	59	59%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	3	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

1. Increase parental awareness of school events/initiatives through various media (i.e., notices sent home with student, telephone contact, email, notices mailed and newsletters sent home.)
- 2 Create a more flexible meeting schedule for Parent Conferences in order to work around parent work schedules and other conflicts
3. Increase teacher communication with parents regarding behavior and academic strengths and areas for improvement

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement by 5%.	238	91%	96%

Area 10: Additional Targets

Additional targets for the school

Increase the number of teachers who are highly qualified in all subject areas that they teach by providing mini grants to teachers upon completion of a successful subject area certification test.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Provide certification opportunities for non highly qualified teachers	13	35%	20%

Goals Summary

- G1.** Increase use of close and careful reading of complex text and higher order thinking in all content areas.(N)
- G2.** Students will demonstrate increased ability to answer higher order questions, think rigorously, and perform rigorous academic tasks.(N)
- G3.** Increase the number of students who can construct a written evidence-based argument with acceptable conventions applied.(N)
- G4.** Improve teacher capacity to differentiate instruction through the use of learning centers.(N)
- G5.** Assess the baseline needs of all students and develop a school-wide and site-specific intervention plan on targeted prerequisite skills. (N)
- G6.** Improve achievement through consistent application of CIM process and progress monitoring for all students.(I)
- G7.** Expand opportunities for inquiry-based science learning through hands-on activities.(I)
- G8.** Increase the utilization of the STEM curriculum in math, science, and technology courses.(I)
- G9.** Increase the number of teachers who are highly qualified. (I)

Goals Detail

G1. Increase use of close and careful reading of complex text and higher order thinking in all content areas.(N)

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Lead teachers, instructional coaches, site administrators, professional books and videos.

Targeted Barriers to Achieving the Goal

- Students lack proficiency in comprehending complex texts, and answering questions requiring higher order thinking.

Plan to Monitor Progress Toward the Goal

Data collected by coaches, lead teachers and site administrators on amount of close reading and rigor observed in classrooms and in lesson plans is analyzed at biweekly coaches' meetings and subsequent administrative meetings.

Person or Persons Responsible

Coaches, lead teachers and site administrators.

Target Dates or Schedule:

Biweekly.

Evidence of Completion:

Coaches' logs indicate PD, modeling and observation of close reading and rigor as well as coach evaluations of progress. Implementation data generated through observations and lesson plans is tracked from month to month and either shows increases or problem-solving is initiated.

G2. Students will demonstrate increased ability to answer higher order questions, think rigorously, and perform rigorous academic tasks.(N)

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Additional Targets

Resources Available to Support the Goal

- Coaches, lead teachers, site administrators, Marzano Coaching book, Reflective Teaching book, and websites, including iObservation.

Targeted Barriers to Achieving the Goal

- Students lack the ability to perform rigorous academic tasks.

Plan to Monitor Progress Toward the Goal

Tracking of implementation of deliberate practice plans.

Person or Persons Responsible

Senior administrator, evaluating administrators.

Target Dates or Schedule:

Ongoing.

Evidence of Completion:

Data on teacher performance brought to administrative team meetings. Improvement in student ability to perform rigorous academic tasks as measured by Hess Rigor Model.

G3. Increase the number of students who can construct a written evidence-based argument with acceptable conventions applied.(N)

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- English Department Chair, district resource teachers, professional resource books.

Targeted Barriers to Achieving the Goal

- Students lack the ability to develop an evidence-based written argument and they lack skill in basic writing conventions.

Plan to Monitor Progress Toward the Goal

75% of students will be able to use conventions at an average level.

Person or Persons Responsible

Principal's Data Team.

Target Dates or Schedule:

Monthly.

Evidence of Completion:

Baseline Data compared with monthly updates on number of students with an adequate score on conventions progress monitoring.

G4. Improve teacher capacity to differentiate instruction through the use of learning centers.(N)

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Coaches, lead teachers, county professional development, site administrators, professional resource materials.

Targeted Barriers to Achieving the Goal

- Teachers are not fluent in differentiating instruction in content area classes.

Plan to Monitor Progress Toward the Goal

Analysis of implementation of centers in content area classes and improvement in technical literacy.

Person or Persons Responsible

Lead teachers, coaches, site administrators.

Target Dates or Schedule:

Monitor changes in implementation of centers biweekly at Instructional team meetings and administrative meetings. Monitor improvement of student reading skills in the content areas monthly at Principal's Data Meeting.

Evidence of Completion:

75% or more of teachers will increase use of centers and 75% or more students will show Improvement in student reading skills in content areas as measured by reading and informational literacy rubrics.

G5. Assess the baseline needs of all students and develop a school-wide and site-specific intervention plan on targeted prerequisite skills. (N)

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Scholastic Math Suite, System 44, School Instructional Coach Team, MTSS Team, Words Their Way plus additional school-owned reading resource materials.

Targeted Barriers to Achieving the Goal

- Students do not have the necessary prerequisite skills to perform successfully at grade level.

Plan to Monitor Progress Toward the Goal

Improvement in students' prerequisite math and reading skills.

Person or Persons Responsible

Lead teachers, instructional coaches and administrators.

Target Dates or Schedule:

Monthly at Principal's Data Meetings.

Evidence of Completion:

Data brought from each site to Principal's Data Meeting regarding intervention for students at each site.

G6. Improve achievement through consistent application of CIM process and progress monitoring for all students.(I)

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Coaches, lead teachers, site administrators, teacher resource books, and websites.

Targeted Barriers to Achieving the Goal

- Inconsistent utilization of progress monitoring to drive instruction in all content areas.

Plan to Monitor Progress Toward the Goal

Monitor effectiveness of CIM process.

Person or Persons Responsible

Instructional coaches and administrators.

Target Dates or Schedule:

Bimonthly at Instructional Coach meetings and subsequent administrative meetings.

Evidence of Completion:

Coaches' Reflective Logs and administrative observations.

G7. Expand opportunities for inquiry-based science learning through hands-on activities.(I)

Targets Supported

- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Administrators, CRT, Coaches, Lead Teachers, Science Department Chair.

Targeted Barriers to Achieving the Goal

- Because our schools are in agencies, they frequently have restrictions on materials and processes that can be used in the classroom and/or have no facilities suitable to act as a lab. There are limited opportunities for inquiry-based learning through hands-on activities.

Plan to Monitor Progress Toward the Goal

Student data will be collected from the virtual activities and FOSS science kits.

Person or Persons Responsible

The teacher will be responsible for collecting, charting, and preparing data and presenting it to both the student and the administration as a progress monitoring tool.

Target Dates or Schedule:

Data will be collected at least two times a nine weeks.

Evidence of Completion:

Data charts will be collected with student data. This information will also be posted in the room to track student progress.

G8. Increase the utilization of the STEM curriculum in math, science, and technology courses.(I)

Targets Supported

- Math (Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Administrators, CRT, Coaches, Lead Teachers, Science Department Chair.

Targeted Barriers to Achieving the Goal

- With the recent implementation of the STEM curriculum one challenge we have faced is the lack of training to ensure the successful implementation of the STEM curriculum into the classroom.

Plan to Monitor Progress Toward the Goal

Student data will be collected from the activities within the STEM curriculum.

Person or Persons Responsible

The teacher will be responsible for collecting, charting, and preparing data and presenting it to both the student and the administration as a progress monitoring tool.

Target Dates or Schedule:

Data will be collected at least two times a nine weeks.

Evidence of Completion:

Data charts will be collected with student data. This information will also be posted in the room to track student progress.

G9. Increase the number of teachers who are highly qualified. (I)

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- SAC mini grants.

Targeted Barriers to Achieving the Goal

- Teachers in Alternative Education must teach multiple subject levels and grade levels, requiring them to need several subject area certifications

Plan to Monitor Progress Toward the Goal

Increase in the number of highly qualified teachers.

Person or Persons Responsible

CRT and administrators.

Target Dates or Schedule:

Quarterly throughout the school year.

Evidence of Completion:

Number of subject area certification tests successfully passed/number of mini grants awarded.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase use of close and careful reading of complex text and higher order thinking in all content areas.(N)

G1.B1 Students lack proficiency in comprehending complex texts, and answering questions requiring higher order thinking.

G1.B1.S1 Provide support in all settings for increased teacher capacity to use close and careful reading of complex text and higher order thinking in instruction. (N)

Action Step 1

Post complex text selection tools, sources of text and close and careful reading videos on Edmodo as a follow up to last year's PD. Initial PD on Hess rigor models at PLC. Coaches model and then observe both close reading teaching techniques and rigorous academic activities in all classrooms.

Person or Persons Responsible

CRT and Reading Coaches.

Target Dates or Schedule

Posting by September 30. Initial PD at opening PLCs in Fall semester. Modeling and observation ongoing throughout the year.

Evidence of Completion

Coaches' Weekly Reflective Logs.

Facilitator:

Instructional coaches.

Participants:

Teachers in all content areas.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Data collected by coaches, lead teachers and administrators on amount of close reading and rigor observed in classrooms and in lesson plans.

Person or Persons Responsible

Lead teachers, coaches, site administrators.

Target Dates or Schedule

Reported, analyzed and problem-solved bimonthly at Alt Ed Instructional Coach meeting and again at Administrators' meeting.

Evidence of Completion

Coaches' logs indicate PD, modeling and observing of close reading and rigor as well as coach evaluations of progress. Implementation data generated through observations and lesson plans is tracked from month to month and either shows increases or problem-solving is initiated.

Plan to Monitor Effectiveness of G1.B1.S1

Students display increased ability to problem-solve while reading complex text and to answer questions that require higher order thinking.

Person or Persons Responsible

Classroom teachers, lead teachers, instructional coaches and site administrators bring data.

Target Dates or Schedule

Monthly at the Principal's Data Meeting.

Evidence of Completion

75% or more of students display increased ability to problem-solve while reading complex text as measured by a reading rubric and academic journals reflect increased ability to answer questions that require higher order thinking as measured on the Hess rigor models.

G1.B1.S2 Implement use of interactive academic journals across content areas. (N)

Action Step 1

Teachers will use academic journals in all classes to increase student ability to think rigorously and express rigorous thinking in writing, supporting thinking with evidence from texts and class activities.

Person or Persons Responsible

All Instructional Staff, Coaches, Lead Teachers, Administrators.

Target Dates or Schedule

Daily in every class, beginning at the start of school.

Evidence of Completion

Observation of use of academic journals by coaches and administrators, rigorous tasks are planned for academic journals in lesson plans, student ability to express rigorous thinking improves. PLCs incorporate evidence-based writing and academic journals into their lesson plans.

Facilitator:

Instructional coaches will provide PD in designing rigorous questions and tasks using the Hess Rigor Models and the 7 rigor elements of the Marzano framework. PD will include how to measure ability to think rigorously and provide meaningful feedback. PD will include initial sessions, modeling and subsequent observation of teacher performance. English department spearheads use of evidence-based writing, training the language arts teachers first, then other content area teachers.

Participants:

Teachers across content areas.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Teachers use academic journals in daily instruction to require increasingly skillful expression of rigorous thinking.

Person or Persons Responsible

Teachers, coaches, lead teachers, administrators.

Target Dates or Schedule

Daily instruction.

Evidence of Completion

Observation of use of academic journals by coaches as reflected in coaches' reflective logs and anecdotal notes by administrators and lead teachers; rigorous tasks as defined in the Hess rigor models are planned for in lesson plans. Academic journals are included in lesson plans; student ability to express rigorous thinking as measured by the Hess rigor model for writing improvement.

Plan to Monitor Effectiveness of G1.B1.S2

75% of students improve in their ability to answer rigorous questions and express rigorous thinking in writing as measured by the Hess rigor model for writing over the course of the year.

Person or Persons Responsible

Instructional staff, coaches, lead teachers, administrators.

Target Dates or Schedule

Monitored monthly at the Principal's Data Meeting.

Evidence of Completion

75% of students show one level of improvement in their ability to express rigorous thinking in writing on the Hess rigor model.

G2. Students will demonstrate increased ability to answer higher order questions, think rigorously, and perform rigorous academic tasks.(N)

G2.B1 Students lack the ability to perform rigorous academic tasks.

G2.B1.S1 Implement common core ELA instructional shifts and common core math best practices in instruction. (N)

Action Step 1

Conduct professional development, model and observe teachers' use of common core shifts and best practices.

Person or Persons Responsible

Coaches, Administrators.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Coaches' reflective logs.

Facilitator:

Coaches and Lead Teachers.

Participants:

Instructional Staff.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Review evidence of implementation of common core shifts and best practices at biweekly instructional coaches' meetings and subsequent administrative meetings. Problem solve and implement changes where necessary.

Person or Persons Responsible

Administrators, CRT, coaches.

Target Dates or Schedule

Bimonthly

Evidence of Completion

Minutes of instructional coaches' meetings.

Plan to Monitor Effectiveness of G2.B1.S1

Coaches will develop a rubric to measure the level of implementation of Common Core ELA Shifts and math best practices. Coaches, lead teachers and administrators will use the rubric to track progress.

Person or Persons Responsible

Coaches, lead teachers and administrators.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Increased implementation of Common Core ELA Shifts and Math Best Practices in all classrooms as monitored by coaches and lead teachers.

G2.B1.S2 Implement through teacher deliberate practice, the 7 elements from the Marzano framework which increase rigor in instruction.(N)

Action Step 1

Develop teacher capacity for rigorous instruction through deliberate practice plans focused on teacher choice of one of the 7 elements of rigor in the Marzano framework.

Person or Persons Responsible

Senior Administrator, evaluating administrators, instructional coaches and lead teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Informal observations, tracking of accomplishment of growth goals for deliberate practice plan.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Tracking of implementation of deliberate practice plans.

Person or Persons Responsible

Senior administrator, evaluating administrators.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Data on teacher performance brought to administrative team meetings. Improvement in student ability to perform rigorous academic tasks as measured by Hess Rigor Model.

Plan to Monitor Effectiveness of G2.B1.S2

Analysis of data tracking improvement in student academic performance.

Person or Persons Responsible

Principal's Data Team.

Target Dates or Schedule

Monthly.

Evidence of Completion

Results of teacher-created formative assessments and district benchmark tests.

G3. Increase the number of students who can construct a written evidence-based argument with acceptable conventions applied.(N)

G3.B1 Students lack the ability to develop an evidence-based written argument and they lack skill in basic writing conventions.

G3.B1.S1 Language arts teacher will do baseline testing in writing convention skills and remediate where needed. (N)

Action Step 1

Language arts teachers conduct baseline grammar tests and remediate conventional writing skills as needed. Students learn to use a conventions writing rubric to evaluate their own use of conventions.

Person or Persons Responsible

Language arts teachers.

Target Dates or Schedule

Baseline testing during first marking period, instruction/remediation through second marking period and ongoing as needed from there.

Evidence of Completion

Baseline tests and progress monitoring results.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Examine baseline data in October Principal's Data Meeting and monthly thereafter.

Person or Persons Responsible

Principals' Data Team.

Target Dates or Schedule

October and ongoing.

Evidence of Completion

Baseline data for each student and progress monitoring data for remediated students.

Plan to Monitor Effectiveness of G3.B1.S1

Improvement in use of conventions as indicated by progress monitoring and Orange Writes.

Person or Persons Responsible

Language Arts teachers, Principal's Data Meeting.

Target Dates or Schedule

Ongoing through year.

Evidence of Completion

75% of students can perform at an average level on the conventions progress monitoring test.

G3.B1.S2 Language arts, science and social studies teachers will teach argumentative and evidence-based writing, and require it regularly in class. (N)

Action Step 1

Language Arts, science and social studies teachers will require evidence-based written arguments in their lessons on a biweekly basis. Students will record writing in their academic journals and evaluate progress through rubrics. Students will be responsible to evaluate and correct their own conventions

Person or Persons Responsible

Language Arts, Science and Social Studies teachers.

Target Dates or Schedule

Biweekly.

Evidence of Completion

Lesson plans, classroom observations, student academic journals.

Action Step 2

Conduct professional development in common core writing standards for each content area and how to teach evidence-based argumentative writing.

Person or Persons Responsible

District trainers, department chairs.

Target Dates or Schedule

First nine weeks.

Evidence of Completion

Sign in sheets, agendas and materials used in staff development, exit slips.

Facilitator:

District trainers, department chairs

Participants:

Language arts, science and social studies teachers.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Monitor implementation of evidence-based written argument instruction.

Person or Persons Responsible

Coaches, lead teachers and administrators.

Target Dates or Schedule

Bimonthly at instructional coaches' meeting and subsequently at the administrators' meeting.

Evidence of Completion

Coaches' Reflective Logs, evidence from administrative lesson plan reviews.

Plan to Monitor Effectiveness of G3.B1.S2

Increase in number of students who can develop an adequate evidence-based written argument as measured on a rubric.

Person or Persons Responsible

Principal's Data Team.

Target Dates or Schedule

Monthly.

Evidence of Completion

Baseline Data compared with monthly updates on number of students with an adequate score on evidence-based written argument as measured on a rubric.

G4. Improve teacher capacity to differentiate instruction through the use of learning centers.(N)

G4.B1 Teachers are not fluent in differentiating instruction in content area classes.

G4.B1.S1 Provide professional development opportunities and follow-up in the implementation of learning centers. (N)

Action Step 1

PD in development, management and effective use of centers to remediate benchmarks not mastered in the content areas, incorporating common core and Marzano elements.

Person or Persons Responsible

Instructional Coaches, CRT.

Target Dates or Schedule

Initial PD with ongoing modeling, coaching and followup for the course of the year.

Evidence of Completion

Data gathered from lesson plans, observations and classroom walk-throughs indicating both increased and effective use of centers. Data showing improvement in benchmarks not mastered and in reading ability in the content areas as measured by reading or informational literacy rubrics.

Facilitator:

Instructional Coaches and CRT.

Participants:

Reading, social studies, language arts, math and science teachers.

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Collection of data by administrators, lead teachers and coaches during observations and walk throughs. Coaches' reflective logs. Observations of center planning in lesson plans, including use of reading and informational literacy rubrics.

Person or Persons Responsible

Instructional Team meetings and administrative meetings.

Target Dates or Schedule

Bimonthly at Alt Ed instructional coaches' meetings and administrative meetings.

Evidence of Completion

Data indicating use of centers to differentiate instruction across curriculum in classrooms as measured by reading and informational literacy rubric.

Plan to Monitor Effectiveness of G4.B1.S1

Informational literacy rubric measures for students who experienced differentiated instruction in content area classes.

Person or Persons Responsible

Lead teachers, coaches, site administrators.

Target Dates or Schedule

Bimonthly at Instructional Team meeting, administrative meeting and monthly at Principal's Data Meeting.

Evidence of Completion

Improvement in student reading skills in content areas as measured on the informational literacy rubric, related to increase in use of centers for differentiated instruction.

G5. Assess the baseline needs of all students and develop a school-wide and site-specific intervention plan on targeted prerequisite skills. (N)

G5.B1 Students do not have the necessary prerequisite skills to perform successfully at grade level.

G5.B1.S1 Use FAIR and SMI to gather baseline data on each student when he/she enters an Alternative Education site. (I)

Action Step 1

Every student at Alternative Education will be baseline tested for math and reading skills when he/she is enrolled in an Alternative Education site.

Person or Persons Responsible

Lead teachers will be responsible for ensuring that each student has baseline data.

Target Dates or Schedule

Baseline testing will be completed by the 6th week of school and for late-entering students, within 1 week of student entry.

Evidence of Completion

Chart of current enrollment indicating baseline data for each student in reading and math.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Each site will bring new baseline data to Principal's Data Meetings.

Person or Persons Responsible

Lead teacher or representative from the site.

Target Dates or Schedule

Monthly.

Evidence of Completion

Chart of current enrollment with baseline data scores for reading and math.

Plan to Monitor Effectiveness of G5.B1.S1

Discuss the use of baseline data and its effectiveness in generating interventions.

Person or Persons Responsible

Lead teachers, instructional coaches and administrators.

Target Dates or Schedule

Monthly at Principal's Data Meetings.

Evidence of Completion

Minutes of Principal's Data Meetings.

G5.B1.S2 Use the CIM process to target and adjust math and reading interventions for students who need prerequisite skills.(N)

Action Step 1

All students whose baseline tests reveal lack of prerequisite math or reading skills will be assisted with temporary and targeted interventions until improvement is evidenced, following the CIM model.

Person or Persons Responsible

The Principal's Data Team, consisting of lead teachers, instructional coaches and administrators, will be the first step of a monthly data cycle, analyzing data for trends and developing interventions. The lead teachers, instructional coaches and administrators will then implement interventions as needed at sites, bringing results to the next month's meeting.

Target Dates or Schedule

The data cycle will repeat monthly.

Evidence of Completion

Lead teachers will bring reports on intervention implementation and evidence of effectiveness to each monthly Principal's Data Meeting.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Ongoing check system to make sure all students are evaluated.

Person or Persons Responsible

Lead teachers, coaches, site administrators.

Target Dates or Schedule

Monthly at Principal's Data Meeting.

Evidence of Completion

Ongoing comparison of current student rolls and data to ensure all students are evaluated.

Plan to Monitor Effectiveness of G5.B1.S2

Discussion of effective use of data with other lead teachers and administrators.

Person or Persons Responsible

Lead teachers, coaches, site administrators.

Target Dates or Schedule

Monthly at Principal's Data Meeting.

Evidence of Completion

The data is used and generates effective interventions over the course of the year.

G6. Improve achievement through consistent application of CIM process and progress monitoring for all students.(I)

G6.B1 Inconsistent utilization of progress monitoring to drive instruction in all content areas.

G6.B1.S1 Problem solve to target and adjust instruction.following the continuous improvement model (CIM) in both site-based meetings and the Principal's Data Meeting. (N)

Action Step 1

Develop teacher leaders' capacity to use CIM through the Principal's Data Meeting and Alt Ed Data Cycle.

Person or Persons Responsible

CRT.

Target Dates or Schedule

Monthly.

Evidence of Completion

Improved effectiveness and autonomy in problem-solving and applying interventions, as observed by CRT and administrators at Principal's Data Meeting; coaches' observations at site data meetings as recorded in coaches' reflective logs, discussions at coaches' meetings and subsequent administration meetings.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Observations of the CIM process and the progress monitoring of the students.

Person or Persons Responsible

Principal's Data Team.

Target Dates or Schedule

Monitoring will be ongoing.

Evidence of Completion

Data chat student logs and pre and post test results regarding targeted skills and coaches' reflective logs.

Plan to Monitor Effectiveness of G6.B1.S1

Evaluation of work of Principal's Data Team and site based data teams.

Person or Persons Responsible

Principal's Data Team.

Target Dates or Schedule

Monthly

Evidence of Completion

End of year skills evaluation by members of the Principal's Data team, observations of administrators and coaches level of discussion and effectiveness of data analysis during Principal's Data Meetings. Resulting increase in student performance.

G7. Expand opportunities for inquiry-based science learning through hands-on activities.(I)

G7.B1 Because our schools are in agencies, they frequently have restrictions on materials and processes that can be used in the classroom and/or have no facilities suitable to act as a lab. There are limited opportunities for inquiry-based learning through hands-on activities.

G7.B1.S1 Increase use of virtual laboratory activities and FOSS science kits. (I)

Action Step 1

Conduct professional development in use of FOSS kits and virtual laboratory activities.

Person or Persons Responsible

Science Chair, CRT, Instructional Coaches.

Target Dates or Schedule

Labs and/or kits will be utilized at least once per nine week period.

Evidence of Completion

80% or more of Science teachers will include use of virtual laboratories and/or FOSS science kits in lesson plans.

Facilitator:

Science Chair.

Participants:

Science teachers.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Tracking of use of FOSS kits and virtual lab activities through observations.

Person or Persons Responsible

CRT, lead teachers and Instructional Coaches.

Target Dates or Schedule

Bi weekly at instructional coaches' meeting.

Evidence of Completion

Coaches' Reflective Log and lesson plans.

Plan to Monitor Effectiveness of G7.B1.S1

Student data will be collected from the virtual activities and FOSS science kits.

Person or Persons Responsible

The teacher will be responsible for collecting, charting, and preparing data and presenting it to both the student and the administration as a progress monitoring tool.

Target Dates or Schedule

Data will be collected at least two times a nine weeks.

Evidence of Completion

Data charts will be collected with student data. This information will also be posted in the room to track student progress.

G8. Increase the utilization of the STEM curriculum in math, science, and technology courses.(I)

G8.B1 With the recent implementation of the STEM curriculum one challenge we have faced is the lack of training to ensure the successful implementation of the STEM curriculum into the classroom.

G8.B1.S1 Provide professional development for the utilization of the STEM curriculum to science, math and technology teachers.(N)

Action Step 1

Conduct professional development for the utilization of the STEM curriculum.

Person or Persons Responsible

Science Chair, CRT, Instructional Coaches.

Target Dates or Schedule

Monitoring will occur at every training.

Evidence of Completion

80% or more of teachers will include use STEM curriculum in lesson plans.

Facilitator:

Science Chair.

Participants:

Science teachers.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Tracking the use of the STEM curriculum through observations.

Person or Persons Responsible

CRT, lead teachers and Instructional Coaches.

Target Dates or Schedule

Bimonthly at instructional coaches' meeting.

Evidence of Completion

Coaches' Reflective Log.

Plan to Monitor Effectiveness of G8.B1.S1

Student data will be collected from the activities within the STEM curriculum.

Person or Persons Responsible

The teacher will be responsible for collecting, charting, and preparing data and presenting it to both the student and the administration as a progress monitoring tool.

Target Dates or Schedule

Data will be collected at least two times a nine weeks.

Evidence of Completion

Data charts will be collected with student data. This information will also be posted in the room to track student progress.

G9. Increase the number of teachers who are highly qualified. (I)

G9.B1 Teachers in Alternative Education must teach multiple subject levels and grade levels, requiring them to need several subject area certifications

G9.B1.S1 Provide opportunities for reimbursements for testing fees when successfully passing subject area certification exams.(N)

Action Step 1

Providing opportunities for reimbursement for successfully passing subject are exams.

Person or Persons Responsible

Non highly qualified teachers.

Target Dates or Schedule

Throughout the 2013-14 school year.

Evidence of Completion

Increase in the number of highly qualified teachers.

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Number of mini grants issued for successfully passing subject area certification exams.

Person or Persons Responsible

CRT, Administrators.

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Certificates of successful completion/subject area additions to teaching certificates.

Plan to Monitor Effectiveness of G9.B1.S1

Increase in the number of highly qualified teachers.

Person or Persons Responsible

CRT and Administrators.

Target Dates or Schedule

As it occurs throughout the school year.

Evidence of Completion

Number of certification tests passed.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Alternative Education collectively, collaboratively and continually receives and coordinates services through many programs such as the SAFE and Drug Free Schools Grant; NCLB entitlements such as Title I Part A for supplemental staff, materials and supplies; Title I Part A set asides, for supplemental positions to support Title, I Part D programs; Title II, part A for professional development activities; and Title X, homeless services to support Alternative Education students who qualify for McKinney-Vinto services, The primary goal is to provide wraparound services to all at-risk Alternative Education students. Supplemental Academic Instruction (after school tutoring) is provided at the Youthful Offenders Program. Students receive on the job training at Alternative Education school to work programs at the Universal Education Center and Simon Youth Academy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase use of close and careful reading of complex text and higher order thinking in all content areas.(N)

G1.B1 Students lack proficiency in comprehending complex texts, and answering questions requiring higher order thinking.

G1.B1.S1 Provide support in all settings for increased teacher capacity to use close and careful reading of complex text and higher order thinking in instruction. (N)

PD Opportunity 1

Post complex text selection tools, sources of text and close and careful reading videos on Edmodo as a follow up to last year's PD. Initial PD on Hess rigor models at PLC. Coaches model and then observe both close reading teaching techniques and rigorous academic activities in all classrooms.

Facilitator

Instructional coaches.

Participants

Teachers in all content areas.

Target Dates or Schedule

Posting by September 30. Initial PD at opening PLCs in Fall semester. Modeling and observation ongoing throughout the year.

Evidence of Completion

Coaches' Weekly Reflective Logs.

G1.B1.S2 Implement use of interactive academic journals across content areas. (N)

PD Opportunity 1

Teachers will use academic journals in all classes to increase student ability to think rigorously and express rigorous thinking in writing, supporting thinking with evidence from texts and class activities.

Facilitator

Instructional coaches will provide PD in designing rigorous questions and tasks using the Hess Rigor Models and the 7 rigor elements of the Marzano framework. PD will include how to measure ability to think rigorously and provide meaningful feedback. PD will include initial sessions, modeling and subsequent observation of teacher performance. English department spearheads use of evidence-based writing, training the language arts teachers first, then other content area teachers.

Participants

Teachers across content areas.

Target Dates or Schedule

Daily in every class, beginning at the start of school.

Evidence of Completion

Observation of use of academic journals by coaches and administrators, rigorous tasks are planned for academic journals in lesson plans, student ability to express rigorous thinking improves. PLCs incorporate evidence-based writing and academic journals into their lesson plans.

G2. Students will demonstrate increased ability to answer higher order questions, think rigorously, and perform rigorous academic tasks.(N)

G2.B1 Students lack the ability to perform rigorous academic tasks.

G2.B1.S1 Implement common core ELA instructional shifts and common core math best practices in instruction. (N)

PD Opportunity 1

Conduct professional development, model and observe teachers' use of common core shifts and best practices.

Facilitator

Coaches and Lead Teachers.

Participants

Instructional Staff.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Coaches' reflective logs.

G3. Increase the number of students who can construct a written evidence-based argument with acceptable conventions applied.(N)

G3.B1 Students lack the ability to develop an evidence-based written argument and they lack skill in basic writing conventions.

G3.B1.S2 Language arts, science and social studies teachers will teach argumentative and evidence-based writing, and require it regularly in class. (N)

PD Opportunity 1

Conduct professional development in common core writing standards for each content area and how to teach evidence-based argumentative writing.

Facilitator

District trainers, department chairs

Participants

Language arts, science and social studies teachers.

Target Dates or Schedule

First nine weeks.

Evidence of Completion

Sign in sheets, agendas and materials used in staff development, exit slips.

G4. Improve teacher capacity to differentiate instruction through the use of learning centers.(N)

G4.B1 Teachers are not fluent in differentiating instruction in content area classes.

G4.B1.S1 Provide professional development opportunities and follow-up in the implementation of learning centers. (N)

PD Opportunity 1

PD in development, management and effective use of centers to remediate benchmarks not mastered in the content areas, incorporating common core and Marzano elements.

Facilitator

Instructional Coaches and CRT.

Participants

Reading, social studies, language arts, math and science teachers.

Target Dates or Schedule

Initial PD with ongoing modeling, coaching and followup for the course of the year.

Evidence of Completion

Data gathered from lesson plans, observations and classroom walk-throughs indicating both increased and effective use of centers. Data showing improvement in benchmarks not mastered and in reading ability in the content areas as measured by reading or informational literacy rubrics.

G7. Expand opportunities for inquiry-based science learning through hands-on activities.(I)

G7.B1 Because our schools are in agencies, they frequently have restrictions on materials and processes that can be used in the classroom and/or have no facilities suitable to act as a lab. There are limited opportunities for inquiry-based learning through hands-on activities.

G7.B1.S1 Increase use of virtual laboratory activities and FOSS science kits. (I)

PD Opportunity 1

Conduct professional development in use of FOSS kits and virtual laboratory activities.

Facilitator

Science Chair.

Participants

Science teachers.

Target Dates or Schedule

Labs and/or kits will be utilized at least once per nine week period.

Evidence of Completion

80% or more of Science teachers will include use of virtual laboratories and/or FOSS science kits in lesson plans.

G8. Increase the utilization of the STEM curriculum in math, science, and technology courses.(I)

G8.B1 With the recent implementation of the STEM curriculum one challenge we have faced is the lack of training to ensure the successful implementation of the STEM curriculum into the classroom.

G8.B1.S1 Provide professional development for the utilization of the STEM curriculum to science, math and technology teachers.(N)

PD Opportunity 1

Conduct professional development for the utilization of the STEM curriculum.

Facilitator

Science Chair.

Participants

Science teachers.

Target Dates or Schedule

Monitoring will occur at every training.

Evidence of Completion

80% or more of teachers will include use STEM curriculum in lesson plans.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G9.	Increase the number of teachers who are highly qualified. (I)	\$2,000
Total		\$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
	\$0	\$0	\$0
School Improvement funds	\$0	\$2,000	\$2,000
Total	\$0	\$2,000	\$2,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase use of close and careful reading of complex text and higher order thinking in all content areas.(N)

G1.B1 Students lack proficiency in comprehending complex texts, and answering questions requiring higher order thinking.

G1.B1.S1 Provide support in all settings for increased teacher capacity to use close and careful reading of complex text and higher order thinking in instruction. (N)

Action Step 1

Post complex text selection tools, sources of text and close and careful reading videos on Edmodo as a follow up to last year's PD. Initial PD on Hess rigor models at PLC. Coaches model and then observe both close reading teaching techniques and rigorous academic activities in all classrooms.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Improve teacher capacity to differentiate instruction through the use of learning centers.(N)

G4.B1 Teachers are not fluent in differentiating instruction in content area classes.

G4.B1.S1 Provide professional development opportunities and follow-up in the implementation of learning centers. (N)

Action Step 1

PD in development, management and effective use of centers to remediate benchmarks not mastered in the content areas, incorporating common core and Marzano elements.

Resource Type

Evidence-Based Program

Resource

Reimburse testing fees to teachers successfully passing subject area exams.

Funding Source

Amount Needed

G7. Expand opportunities for inquiry-based science learning through hands-on activities.(I)

G7.B1 Because our schools are in agencies, they frequently have restrictions on materials and processes that can be used in the classroom and/or have no facilities suitable to act as a lab. There are limited opportunities for inquiry-based learning through hands-on activities.

G7.B1.S1 Increase use of virtual laboratory activities and FOSS science kits. (I)

Action Step 1

Conduct professional development in use of FOSS kits and virtual laboratory activities.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G8. Increase the utilization of the STEM curriculum in math, science, and technology courses.(I)

G8.B1 With the recent implementation of the STEM curriculum one challenge we have faced is the lack of training to ensure the successful implementation of the STEM curriculum into the classroom.

G8.B1.S1 Provide professional development for the utilization of the STEM curriculum to science, math and technology teachers.(N)

Action Step 1

Conduct professional development for the utilization of the STEM curriculum.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G9. Increase the number of teachers who are highly qualified. (I)

G9.B1 Teachers in Alternative Education must teach multiple subject levels and grade levels, requiring them to need several subject area certifications

G9.B1.S1 Provide opportunities for reimbursements for testing fees when successfully passing subject area certification exams.(N)

Action Step 1

Providing opportunities for reimbursement for successfully passing subject are exams.

Resource Type

Personnel

Resource

Funding Source

School Improvement funds

Amount Needed

\$2,000