FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GRADUATION ASSISTANCE PROGRAM

District Name: Holmes

Principal: Jean West

SAC Chair: Katherine Wynn

Superintendent: Gary Galloway

Date of School Board Approval:

Last Modified on: 10/30/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jean West	West, Jean B 381938 English, (grades 6-12) Professional 7/1/2009-6/30/2014 West, Jean B 381938 ESE, (grades K-12) Professional 7/1/2009-6/30/2014, West, Jean B 381938 Guidance and Counseling, (preK-12) Professional 7/1/2009-6/30/2014, West, Jean B 381938 Middle School Endorsement Professional 7/1/2009-6/30/2014, West,	16	30	Due to the school's small number of students in each grade level, our school does not receive a school improvement rating; however, our school operates under the following system: -The alternative school improvement rating will be based on learning gains comparisons between the current and prior year. The percentage of students making learning gains at the alternative school will be compared to the percentage of students (from the same population) making learning gains in the prior year. - The school improvement rating will consist of one of the following ratings: "improving," "maintaining," "declining." For each subject in which learning gains are evaluated (reading, math), the following criteria apply: -Improving means at least a 5-point

	Jean B 381938 Psychology, (grades 6-12) professional 7/1/2009-6/30/2014 West, Jean B 381938 Reading Endorsement Professional 7/1/2009-6/30/2014				increase in the percent making learning gains. -Maintaining means less than a 5-point increase or decrease in the percent making learning gains. -Declining means at least a 5-point decrease in the percent making learning gains.

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 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)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Recruit teachers with multiple certifications through the school web site	administrator	on-going	
2	Partnering new teachers with veteran staff	administrator	on-going	
3	Regular meetings with teachers and discuss professional development options and interest	administrator	on-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
none	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
2	100.0%(2)	50.0%(1)	50.0%(1)	0.0%(0)	0.0%(0)	0.0%(0)	0.0%(0)	0.0%(0)	0.0%(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.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For 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

N/A

Title I, Part C- Migrant

Title I, Part D

Title I part D to provide the local institution for neglected and or delinquent children, and to at risk students services that are comparable to those provided to children in Title I schools such as : computer assisted instruction, drop out prevention program, mentors career exploration etc.

Title II

Title II part A to provide on-going in-service and professional development/training to assist teachers and paraprofessionals at all levels in meeting the requirements needed to become highly qualified and professional development in areas such as differentiated accountability, learning communities, team teaching, data analysis, math, reading, writing etc. Professional development activities and workshops are coordinated with Title II, Part A.

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

All stakeholders benefit from the collaboration of these programs. The idea is to eliminate gaps in service for all students being served and provide an arena for sharing information and gearing available services to maximize both fiscal and human service efficiency. This helps increase the effectiveness of the research based instructional programs for all eligible students. These services will be limited to research-based best practices providing supplemental support designed to meet individual needs through continuous dialogue, collaboration of services and assessment analysis.

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

Identify the school-based MTSS leadership team.

Administrator: Provides a common vision for the use of data-based decision – making, ensures that the school-based team is implementing RTI, conducts assessments of the RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

General Education teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

The team will meet quarterly to review screening data such as FAIR results, FCAT Testing results, etc.
The team will meet as necessary to review specific students and determine Tier 1 and 2 interventions and efficacy.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RTI Leadership Team met with the School Advisory Board (SAC) and principal to help develop the SIP. The team provided data: Tier 1,2,3 targets; academic and social/emotional areas needed to be addressed; help set clear expectations for instruction (rigor, relevance, relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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.

Baseline Data: Progress monitoring and Reporting Network (PMRN), Assessment and information, Florida Comprehensive Assessment Test (FCAT); Florida Assessments for Instruction in Reading (FAIR)
Midyear: Florida Assessments for Instruction in Reading (FAIR); Progress monitoring: PMRN, FCAT Simulation
End of year: FAIR, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional Development will be provided by PAEC during pre-school for all teachers.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

School Administrator- Jean West
Teacher- Kim Blain
Teacher- Jena Brooks

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

The literacy leadership team meets monthly. FAIR test data is analyzed. School successes and failures at the school are discussed openly at this time.

What will be the major initiatives of the LLT this year?

The major initiative at the GAP for this year is to have more students scoring proficient on the FCAT. We will continue to focus on increasing the number of students scoring a level 3 or above.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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(b) F.S.

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

*High Schools Only

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

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

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?

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The Graduation Assisstance Program mangaged to increase scores across content areas when compared against district averages from the 2011-2012 school year. However, the Graduation Assitance program did not achieve the goal of increasing proficiency levels of reading to 64% for middle school and 64% for high school students. Data disaggregation was not utilized to the best or our ability. In the upcoming school year we must do a better job of using our data to drive instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% of Middle School students scored below level 3 on the FCAT Reding. 64% of High School students scored below level 3 on the FCAT Reading assessment.	By the end of the 2012-2013 academic school year, 60% of middle school and 50% of high school students will score a level 3 or above on the FCAT Reading portion of the test.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of FAIR data.	GAP will particitpate in professional development to further understanding of FAIR results and the instructional implications of the data.	School Administrator	Regular professional development held after each FAIR assessment.	Agenda, lesson plans showing differentiated instruction based on FAIR data.
2	64% of high school and 83% of middle school scored below a level 3 on the FCAT Reading assessment.	The school will implement the FAIR assessment data to monitor student progress. Utilize the focus Calendar and Pacing Guide provided through differentiated accountability website. Implement RTI School wide.	School Administrator	Review FAIR data reports to ensure teachers are assessing students according to schedule. Administrator will monitor during classroom walkthroughs.	Effectiveness will be determined through FAIR assessments, student data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The Graduation Assisstance Program had five students achieve above proficiancy on the reaeding portion of the FCAT.Since we are an alternative school most of our students are placed here because of behavior/ attendance issues. We are trying to get these students to learn how to come to class and behave first and foremost. After we get them headed in the right direction we can then begin to worry about achievement levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 36% of our students scored a level 4 or 5.	In 2013, 30% of our students will score a level 4 or 5.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Reliance on texts.	Planning together with reading coach to ensure high level questioning occurs.	Reading Coach/ School Administrator	Reading teachers will plan with the Reading coach to develop high level questions to use in class discussions.	Lesson plans/ meetings with Reading Coach
2	Minimal Student involvement in discussions.	Incorpation of various methods to increase student engagement.	Reading coach/ school administrator	The Reading coach will provide professional development of various methods to improve student engagement in classroom discussions.	observation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The Graduation Assistance Program had only 3 students to achieve above proficiency on the Reading 2.0 portion of the FCAT. Since we are an alternative school most of our students are placed here because of behavior/ attendance issues. We are trying to get these students to learn how to come to class and behave first and foremost. After we get them headed in the right direction we can then begin to worry about achievement levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 25% of our students scored a level 4.	In 2013, 30% of our students will score a level 4 on the FCAT 2.0 assessment.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reliance on textbooks.	Planning together with the Reading coach to ensure high level questioning occurs.	Reading Coach/ School Administrator	Reading teachers will plan with the Reading coach to develop high level questions to use in class discussions.	Lesson plans/ meetings with Reading Coach
2	Minimal student involvement in discussions.	Incorporation of various methods to increase student engagement.	Reading Coach/ School Administrator	The Reading coach will provide professional development of various methods to improve student engagement in classroom discussions.	Observation, lesson plans, teacher tube

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	At the GAP, 0% of students scored a level above a level 4 o the FCAT 2.0 Reading. In order to improve our percentage o students making learning gains, the reading teacher along with the reading coach plan to utilize additional small group instruction to target more individual student needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% of the students at the GAP scored above a level 4.	In 2013, 5% of the students at the GAP will score a level 7.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Specific feedback needed.	Reinstate FCAT chats.	School Principal/ Reading Teacher	The school administrator and the teachers will meet in order to plan FCAT chats. Teachers will meet with students to compare Discovery Education performance with prior FCAT performance.	FCAT chat log book
2	Challenging Curriculum	Gap will develop higher order thinking questions to utilize higher order thinking skills for progress monitoring.	Reading Coach/ School Administrator	Higher order thinking questions will be developed to provide more specific feedback .	Lesson plans/ observations/ student's assessment/ work samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In order to improve our percentage of students making learning gains, the reading teacher along with the reading coach plan to utilize additional small group instruction to target more individual student needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 33% of the middle school and 67% high school students made learning gains in Reading.	In 2013, 40% of middle school and 72% of high school students will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate data	Increased data collection and improved data analysis.	Reading Coach School Administrator	At departmental meetings the reading coach and teacher will disseminate Discovery Learning data, along with the FAIR data to determine student weaknesses. Then planning may occur to address specific needs of small groups within each class.	Meeting minutes/ Lessons plan/ student's work samples/ Mid- Year Testing in FAIR
2	Poor time management	Increased planning with the Reading coach and teacher.	Reading Coach School Administrator	The reading coach will meet weekly with the Reading teacher to determine ways to incorporate additional small group instruction time into the schedule.	Lesson plans, student's sample, assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In order to improve our percentage of students making learning gains, the Reading teacher along with Reading coach plan to utilize additional small group instruction to target more individual student needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 42% of the students at GAP made learning gains in Reading.	In 2013, 30% of the students at GAP will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate data	Increased data collection and improved data analysis.	Reading Coach	At departmental meetings the reading coach and the reading teacher will disseminate FAIR data to determine stu	
2	Poor time management	Increased planning with the reading teacher and reading coach.	Reading Coach	The reading coach will meet monthly with the reading teacher to determine ways to incorporate additional small group instruction time into the schedule.	Lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The reading department has determined that improved communication will lead to increased motivation; thus making a significant impact on our lowest 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 62% of the students at the GAP who were in the lowest 25% made learning gains in reading.	In 2013, 40% of the students at the GAP who are in the lowest 25% in reading will make learnig gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Weak communication between teacher and student.	Reinstate FCAT chats	School Administrator	Teachers,Reading coach, and asministrator will meet in order to plan for FCAT chats with the students. Teachers will then meet with students to discuss prior FCAT performance along with the results from the FAIR assessments.	Progress Reports, PMRN
2	Weak communication between school and home	Include FAIR data on progress reports	Reading Coach, Teacher	The Reading coach will prepare reports to send home with the regular progress reports to communicate FAIR data to parents.	Progress reports
3	Low self-esteem and poor home life	Develop mentor relationships with porfessionals within the community	School Administrator	Meeting with mentors and school administrator to determine effectiveness of the program.	Mentor log-in book.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Reading Goal #

by 50%.

5A : [▼]

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Because of our small numbers at the Graduation Assisstance Program, there is no statistical significance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Because of our small numbers at the Graduation Assisstance Program, there is no statistical significance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Because of our small numbers at the Graduation Assisstance Program, there is no statistical significance.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Because of our small numbers at the GAP, there is no statistical significance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
Data Analysis	all grades/reading department	School Admin./Reading Coach	reading teacher	August 2012	Reading coach observation	reading coach
FAIR Training	6-12	Rosanne Mitchell	Reading Teachers (Middle and High)	August 2012	Reading Coach Observation	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Discovery Education Assessment(DEA testing)will be utilized to disagrregate the Math strands to target student deficiencies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 92% of Middle school students scored below level 3 on the FCAT Math assessment.	In 2013, FCAT portion of the test, at least 40% of the middl school students will score a level 3 or better.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>92% of middle school students scored below a level 3 on the FCAT Math.</td><td>Implementation of RTI school wide. Implementation of instructional pacing calendars provided by the office of differential accountability. Administer baseline and mid-year assessment provided by the DOE to 7th and 8th grade students.</td><td>School Administrator</td><td>Review assessment results to ensure all math strands are being addressed. Monthly RTI team meetings. Review of student assessment data.</td><td>Baseline and mid-year assessment results. Data notebooks, studen assessment,studer work, lesson plans.</td></tr>
<tr><td>2</td><td>Inadequate data analysis</td><td>GAP will increase the number of data analysis meetings.</td><td>School Administrator</td><td>Meeting held on monthly basis to analyze and then utilize the data to plan lessons targeting weaknesses.</td><td>Meeting minutes, lesson plans, observations.</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The low percentage of GAP students achieving above proficiency is a definite concern for GAP. The rigor of test items and classroom practice needs to be strenghened.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% of middle school students scored a level 4 or higher on the FCAT Math portion of the test.	In 2013, 10% of middle school students at GAP will score above proficiency in Math.

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<tr><td>1</td><td>Reliance on textbooks.</td><td>Planning together with the administrator and Math teacher to ensure high level questions are</td><td>School Administrator</td><td>Math teachers will plan with the school administartor to develop high level questions/</td><td>Lesson Plans/ meeting minutes</td></tr>
</table>

				problems to use in classroom practice and assessments.	
2	Minimal student involvement	Incorporation of various methods to increase student engagement. For example, using smartboard to engage students.	School Administrator	Math teachers will incorporate various methods, including cooperative learning to improve student engagement.	Observation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The low percentage of GAP students schieving above proficiecy is a definite concern for GAP. the rigor of the test items and classroom practice needs to be strengthened.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,0% of students at GAP scored a level 4 or 5 on the FCAT math portion of the assessment.	In 2013, 10% of the students at GAP will score a level 2 or 3 on the FCAT math portion of the test.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reliance on textbooks	Planning together with the math teacher and the school administrator to ensure high level questions are utilized	School Administrator	Math teachers will plan with the school administrator to develop high level questions/ problems to use in the classroom practice and assessments	Lesson plans/ meeting minutes
2	Minimal Student involvement	Incorporation of various methods to increase student engagement. For example, the use of the smartboard, interactive math competitions, and the use of cooperative learning groups.	School Administrator	For example, cooperative learning to improve student engagement. The use of math competitions between other schools to also involve students.	Observation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	At the GAP, 0% of students scored above a level 4 on the FCAT Math. In order to improve our percentage of students making learning gains, the Math teacher plans to utilize additional small group instruction to target more individual student needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% of the students at the GAP scored above a level 4.	In 2013, 5% of the students at the GAP will score a level 7.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Specific feedback	Reinstate FCAT chats.	School Principal/	The school administrator	FCAT chat log

			Math Teacher	and the teachers will meet in order to plan FCAT chats. Teachers will meet with students to compare Discovery Education performance with prior FCAT performance.	book
1					
2	Challenging Curriculum	Gap will develop higher order thinking questions to utilize higher order thinking skills for progress monitoring.	Math Coach/ School Administrator	Higher order thinking questions will be developed to provide more specific feedback.	Lesson plans/ observations/ student's assessment/ work samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Improved data analysis will help to target skills important to ensure student proficiency and growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 42% if the students at the GAP made learning gains in math.	In 2013, 48% of the students at the GAP will make learning gains.

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate data	Increased data collection and improved data analysis.	School Administrator	The school administrator will assist with the interpretation of ThinkLink data to determine needed instruction. Planning will then occur to address these needs.	Lesson Plans
2	Poor Time management	increased planning	school adminstrator	The school administrator will set a schedule for instructional time each lesson. TIme will be allotted periodically to provide small group instruction.	lesson plans, observations
3	Behavior issues in the classroom.	Using kindel, computer time, and other rewards to engage students.Also using cooperative learning more.	School Administrator	Classroom walkthroughs	Lesson plans/ observations
4	Specific data on student incorrect responses needed.	DEA(Discovery Education) testing will occur this school term, providing teachers with a report showing incorrect responses of all students.	School Administration	Meetings wil be held to discuss logic utilized by student to arrive at commonly missed items.	Meeting minutes/agenda lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In order to improve our percentage of students making learning gains, the Math teacher along with the Math coach plan to utilize additional small group instruction to target more individual student needs.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	In 2012, 50% of GAP students made learning gains in Math.	In 2013, 55% of GAP students will make learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate data	Increased data collection and improved data analysis.	Math Teacher School Administrator	At departmental meetings the math teacher will disseminate Discovery Learning data to determine student weaknesses. Then planning may occur to address specific needs of small groups within each class.	Meeting minutes/ Lessons plan/ student's work samples/ Mid- Year Testing on Discovery Learning
2	Poor time management	Increased planning with the Math teacher.	Math Teacher School Administrator	The school administrator will meet weekly with the Math teacher to determine ways to incorporate additional small group instruction time into the schedule.	Lesson plans, student's sample, assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Improved communication and data analysis are key to improving the number of students who are in the lowest 25% making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 42% of the students at the GAP who scored in the lowest 25% made learning gains.	In 2013, 45% of the students who score in the lowest 25% in the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited communication	Reinstate FCAT chats	School Principal	The principal and teachers will meet in order to plan FCATS chats. Teachers will meet with students to compare ThinkLink with prior FCAT performance.	FCAT chat log- in book
2	Low self-esteem and poor home life	Develop mentor realtionship with professionals within the community.	School Administrator	Meeting with mentors and school administrator to determine effectiveness of the program.	Mentor log-in book

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

Middle School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	Because of our small numbers at the Graduation Assistance Program, there is no statistical significance.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Because of our small numbers at the Graduation Assistance Program, there is no statistical significance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Because of our small numbers at the Graduation Assistance Program, there is no statistical significance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Because of our small numbers at the Graduation Assistance Program, there is no statistical significance.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Because of our small numbers at the GAP, there is no statistical significance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

End of Middle School Mathematics Goa

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The number of students of GAP students achieving above proficiency is a definite concern for GAP. The rigor of the test items and classroom practice needs to be strengthened.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 1% of the high school students at the GAP scored above the proficiency level in Math.	In 2013, 8% of the high school students at the GAP will score above proficiency in Math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

		Reliance on textbooks	Planning together with the school administrator with the Math teacher to ensure high level questions are utilized.	School Administrator Math Teacher	The Math teacher will plan with the school administrator to develop high level questions/ problems to use in classroom practice and assessments.	Lesson plans/ meeting minutes/ student's work samples, assessments
1						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	At the GAP, 25% of students scored above a level 4 on the FCAT Math. In order to improve our percentage of students making learning gains, the Math teacher plans to utilize additional small group instruction to target more individual student needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 25% of GAP students scored above a level 4 on the FCAT Math.	In 2013,30% of GAP students will score above proficiency on the FCAT Math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Specific feedback needed.	Reinstate FCAT chats.	School Principal/ Math Teachers	The school administrator and the teachers will meet in order to plan FCAT chats. Teachers will meet with students to compare Discovery Education performance with prior FCAT performance.	FCAT chat log book
2	Challenging Curriculum	Gap will develop higher order thinking questions to utilize higher order thinking skills for progress monitoring.	Math Coach/ School Administrator	Higher order thinking questions will be developed to provide more specific feedback.	Lesson plans/ observations/ student's assessment/ work samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	In order to improve our percentage of students making learning gains, the Math teacher along with the Math coach plan to utilize additional small group instruction to target more individual student needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% of GAP students made learning gains in Math.	In 2013, 55% of GAP students will make learning gains in Math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Inadequate data	Increased data collection and improved data analysis.	Math Teacher School Administrator	At departmental meetings the math teacher will disseminate	Meeting minutes/ Lessons plan/ student's work

1				Discovery Learning data to determine student weaknesses. Then planning may occur to address specific needs of small groups within each class.	samples/ Mid-Year Testing on Discovery Learning
2	Poor time management	Increased planning with the Math teacher.	Math Teacher School Administrator	The school administrator will meet weekly with the Math teacher to determine ways to incorporate additional small group instruction time into the schedule.	Lesson plans, student's sample, assessments

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Because of our small numbers at the Graduation Assistance Program, there is no statistical significance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Due to the fact that no students at the GAP took the EOC for Algebra 1, there is no data for this goal.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

Mathematics Goal #5D:	Because of our small numbers at the GAP, there is no statistical significance.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| E. Economically Disadvantaged students not making satisfactory progress in mathematics.

Mathematics Goal E:	Due to the fact that no students at the GAP took the EOC for Algebra 1, there is no data for this goal.

2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

End of High School Mathematics Goal

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Due to the fact that no students at the GAP took the EOC for Algebra 1, there is no data for this goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	IN 2013, 10% of students who will take the EOC for Algebra will score a level 3

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Minimal student involvement in discussions.	Incorporation of various methods to increase student engagement.	Reading Coach/ School Administrator	The Reading coach will provide professional development of various methods to improve student engagement in classroom discussions.	Observation, lesson plans, teacher tube

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Due to the fact that no students at the GAP took the EOC for Algebra 1, there is no data for this goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
	The Graduation Assisstance Program failed to have any

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	student score a level 3 or higher. Data disaggregation was not utilized to the best of our ability. In the upcoming school year we must do a better job of using our data to druve instruction. We will implement and utilitze the Discovery Education Assessment(DEA) to disaggregate the math strands to target studtent defencies.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% of students at the GAP scored a level 3 on the EOC for Geometry. The scores for the Geometry EOC test were 42% scored a level one, and 57% scored a level 2.	In 2013, 5% of students at the GAP will score a level 3 on the EOC for Geometry.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	O f the students at the GAP that took the Geometry EOC assessment, 42% scored a level 1 and 57% scored a level 2. None of the students scored a level 3 or higher.	DEA, Discovery Education Assessment, testing will occur during this school term, providing teachers with vital information about how a student is predicted to perform on the EOC Geometry assessment.	School Administrator Math Teacher	Review assessment results to ensure that students are being remediated for deficiencies.	Student assessments, student work, lesson plans, 2nd DEA assessment
2	Specific data on student incorrect responses needed	DEA testing will occur this year, providing teachers with a report showing incorrect responses of all students.	School Administrator Math Teacher	Meetings will be held to discuss logic utilized by student to arrive at commonly missed items.	Meeting minutes/ lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The Graduation Assistance Program failed to have any student score a level 3 or higher. The low percentage of GAP students achieving above proficiency is a definite concern for GAP. The rigor of test items and classroom practice needs to be strengthened.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% of students at the GAP scored a level 4 on the EOC for Geometry. The scores for the Geometry EOC test were 42% scored a level one, and 57% scored a level 2.	In 2013, 5% of students at the GAP will score a level 4 on the EOC for Geometry.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reliance on textbooks.	Planning together with the school administrator and math teachers to ensure high level questions are utilized.	School Administrator Math teacher	Math teachers will plan with the school administrator to develop high level questions/ problems to use in the classroom practice and assessments.	Lesson plans / meeting minutes
2	Minimal student involvement	Incorporation of various methods to increase student engagement. For example, the use of the smartboard,	School Administrator	For example, cooperative learning to improve student engagement. The use of math competitions	Observation

		interactive math competitions, and the use of cooperative learning groups.		between other schools to also involve students.	

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
RTI training	6-12 Math	PAEC	Math teacher 6-12	August 2012	Teachers will implement the RTI training.	School Administrator
Data Analysis	Math Teacher	School Administrator	Math Teachers	After DEA administration	Meeting minutes	School Administrator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	During the school year of 2011-12, the GAP did not have students who took an FAA for high school science. Therefore, there is not any statistical information for this Science goal.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Inadequate data	Increased data collection and improved data analysis.	School Administrator Science Teacher	The school administrator and science teacher will assist with the interpretation of the DEA testing data to determine needed instruction. Planning will then occur to address these needs.	Lesson Plans, data analysis
3	Behavior issues in the classroom.	Using smartboard, technology, hands on projects, and other rewards to engage students. Also the use of cooperative learning will be implemented.	School Administrator	Classroom walkthroughs	Lesson Plans/ Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The Graduation Assistance Program failed to have a student score a level three or higher on the FCAT Science Middle School Assessment. At the GAP, 33% of the students scored a level one, and 67% scored a level 2. It is understood that we must engage our students better, and also use higher level questioning during classroom instruction, assignments, and assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% of GAP students made a level 4 or higher on the FCAT Science portion of the test.At the GAP, 33% of the students scored a level one, and 67% scored a level 2.	In 2013,5% of middle school students who take the FCAT Science portion of the test, will score a level 4,5,or6.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient amount of time devoted to data analysis .	Increase the number of data analysis meetings. Disaggregate the DEA data and use that sat to target science deficiencies.	School administrator	Meetings held on monthly basis to analyze data to plan effectively.	Meeting minutes, lesson plans, observations
2	Keeping students engaged	Use smartboard, hand-on projects, technology to tie science to real world issues.	School Administrator, Science teacher	Classroom discussions, interactive activities	Classroom assessments, Lesson Plans, Student work samples, and involvement
	Minimal student	Incorporation of	Reading Coach/	The Reading coach will	Observation,

3	involvement in discussions.	various methods to increase student engagement.	School Administrator	provide professional development of various methods to improve student engagement in classroom discussions.	lesson plans, teacher tube
4	Challenging Curriculum	Gap will develop higher order thinking questions to utilize higher order thinking skills for progress monitoring.	Reading Coach/ School Administrator	Higher order thinking questions will be developed to provide more specific feedback.	Lesson plans/ observations/ student's assessment/ work samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Of the nine students tested at the GAP, none of the students scored a level 4 in on the FCAT science. It is understood that we must engage our students better, and use higher level questioning during classroom instruction, assignments, and assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% of students taking the FCAT science portion of the test scored a level 4 or higher.	In 2013, 5% of the students at the GAP will achieve above proficiency in science.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient amount of time devoted to data analysis.	Increase number of data analysis meetings. Disaggregate the DEA testing data and use to target science weaknesses.	School Administrator Science teacher	Meetings held on monthly basis to analyze data to plan effectively.	Meeting minutes, lesson plans, observations
2	Keeping students engaged	Use smart board, and teacher tube to tie science to real world issues.	School Administrator Science teacher	Classroom discussions	Classroom assessments, student work samples, participation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Of the nine students tested at the GAP, none of the students scored a level 4 or higher in on the FCAT science. It is understood that we must engage our students better, and use higher level questioning during classroom instruction, assignments, and assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% of students taking the FCAT science portion of the test scored a level 4 or higher.	In 2013, 5% of the students at the GAP will achieve above proficiency in science.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Insufficient amount of time devoted to data	Increase number of data analysis	School Administrator	Meetings held on monthly basis to	Meeting minutes, lesson plans,

1	analysis.	meetings. Disaggregate the DEA testing data and use to target science weaknesses.	Science teacher	analyze data to plan effectively.	observations
2	Keeping students engaged	Use smart board, and teacher tube to tie science to real world issues.	School Administrator Science teacher	Classroom discussions	Classroom assessments, student work samples, participation

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	During the school year of 2011-12, the GAP did not have students who took an FAA for high school science. Therefore, there is not any statistical information for this Science goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	During the school year of 2011-12, the GAP did not have students who took an FAA for high school science. Therefore, there is not any statistical information for this Science goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	In 2013, of the students who will be taking the FAA 5% will score a level 7.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Minimal student involvement in discussions.	Incorporation of various methods to increase student engagement.	Reading Coach/ School Administrator	The Reading coach will provide professional development of various methods to improve student engagement in classroom discussions.	Observation, lesson plans, teacher tube

2	Challenging Curriculum	Gap will develop higher order thinking questions to utilize higher order thinking skills for progress monitoring.	Reading Coach/ School Administrator	Higher order thinking questions will be developed to provide more specific feedback.	Lesson plans/ observations/ student's assessment/ work samples

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The Graduation Assistance Program failed to have a student score a level three or higher on the Biology EOC. One student took the EOC for Biology, and that student scored a level 1. (Students at the GAP will not be taking the EOC for Biology due to not offering the course.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% of students that took the EOC for Biology at the GAP scored a Level 3 or higher. Only one student took the test, and they scored a Level 1.	In 2013, 5% of students taking the EOC in Biology at the GAP will score a level 3.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	(Students at the GAP will not be taking the EOC for Biology due to not offering the course.)	(Students at the GAP will not be taking the EOC for Biology due to not offering the course.)	(Students at the GAP will not be taking the EOC for Biology due to not offering the course.)	(Students at the GAP will not be taking the EOC for Biology due to not offering the course.)	(Students at the GAP will not be taking the EOC for Biology due to not offering the course.)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	(Students at the GAP will not be taking the EOC for Biology due to not offering the course.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
(Students at the GAP will not be taking the EOC for Biology due to not offering the course.)	(Students at the GAP will not be taking the EOC for Biology due to not offering the course.)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	(Students at the GAP will not be taking the EOC for Biology due to not offering the course.)	(Students at the GAP will not be taking the EOC for Biology due to not offering the course.)	(Students at the GAP will not be taking the EOC for Biology due to not offering the	(Students at the GAP will not be taking the EOC for Biology due to not offering the course.)	(Students at the GAP will not be taking the EOC for Biology due to not

			course.)			offering the course.)

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
Data analysis	All grades/science	School administrator	All science teachers	Monthly meetings	Meeting minutes will show major findings as well as the focus for future planning	School administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The Graduation Assistance Program had 86% of high school and 0% in middle school score a level 3 or higher on the FCAT writes. We will strive to improve the scores for this assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 86% of high school and 0%(3) students at the GAP achieved a level 3 or higher on the FCAT writes.	In 2013, 90% of high school and 20% of middle school students will achieve a level 3 on the FCAT writes.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Specific feedback needed	GAP will develop a new rubric to utilize during its WOW administration for progress monitoring	Reading Coach, school administrator	A new rubric will be utilized during the administration of WOW writing essays for progress monitoring. The rubric will require scorers to provide more specific feedback about the reasons behind the scores given.	WOW rubric

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The Graduation Assistance Program had 86% of high school and 0% in middle school score a level 4 or higher on the FCAT writes. We will strive to improve the scores for this assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 86% of high school and 0%(3) students at the GAP achieved a level 4 or higher on the FCAT writes.	In 2013, 85% of high school and 10% of middle school students will achieve a level 3 on the FCAT writes.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Specific feedback needed	GAP will develop a new rubric to utilize during its WOW administration for progress monitoring	Reading Coach, school administrator	A new rubric will be utilized during the administration of WOW writing essays for progress monitoring. The rubric will require scorers to provide more specific feedback about the reasons behind the scores given.	WOW rubric

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

Analysis of scoring	All Language Arts teacher	Reading coach	All Language Arts teacher	Oct. 2012-Feb. 2013	Lesson plans, observations, student assessments, student's work sample	School administrator, reding coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	No data available due to students at the GAP not taking this assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available due to students at the GAP not taking this assessment.	Of the students at the GAP that will take the EOC for Civics, 10% will score a level 3 or higher.
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Specific data on student incorrect responses needed	DEA assessment will take place at the beginning, middle, and end of the school year. This will provide teachers with a report showing student incorrect responses.	School Administrator Social Science teacher	Departmental meetings to discuss logic utilized by students when arriving at the incorrect responses	Meeting minutes/ agenda, lesson plans addresssing concerns coming from data analysis

2	Reliance on textbooks	planning together with the History teacher to ensure high level questioning occurs	School Administrator Social Science teacher	History teacher will plan and develop high level questons to use in class discussions	lesson plans/ student work samples, assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	No data available due to students at the GAP not taking this assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available due to students at the GAP not taking this assessment.	Of the students at the GAP that will take the EOC for Civics, 10% will score a level 3 or higher.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Minimal student involvement in discussions.	Incorporations of various methods to increase student engagement.	History Teacher School Administrator	History teacher will provide professional development of various methods to improve student engagement in classroom discussions.	observation/ lesson plans/ student's sample work/ assessment

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
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Civics Goals

U.S. History End-of-Cource (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	No data available due to students at the GAP not taking this assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available due to students at the GAP not taking this assessment.	Of the students at the GAP that will take the EOC for U.S. History, 10% will score a level 3 or higher.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Specific data on student incorrect responses needed	Discovery Learning testing will occur at the beginning, middle, and end of the school year, providing teachers with a report showing incorrect responses of all students.	School Administrators	Meetings will be held to discuss to discuss logic utilized by student to arrive at commonly missed items.	Meeting minutes/ data analysis/ agenda lesson plans
2	Inadequate data	Increased data collection and improved data analysis.	School Administrator/ History teacher	The school administrator will assist with the interpretation of Discovery Learning data to determine needed instruction. Planning will then occur to address these needs.	lesson plans/ student's work samples, assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	No data available due to students at the GAP not taking this assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:

	No data available due to students at the GAP not taking this assessment.	Of the students at the GAP that will take the EOC for U.S. History, 10% will score a level 4 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Keeping students engaged.	Use technology and teacher tube to tie U.S History to real world issues.	School Administrator/ History teacher	Classroom discussions, data analysis.	Classroom assessments, student's work samples
2	Insufficient amount of time devoted to data analysis	GAP will increase the number of data analysis meetings to correlate Discovery Learning Assessments and FCAT performance.	School Administrator History Teacher	Meetings held on a monthly basis to analyze data to plan effectively.	Meeting minutes, lesson plans, observations, student's assessments, work samples

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
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance is a vital part to becoming a productive, achieving student.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, the average attendance rate was 90% of the students each day.	In 2013, the average attendance rate will be 93% of the students each day.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 5 students at the GAP had 10 or more absences in at least one class.	In 2013, 3 students at the GAP will have 10 or more absences in at least one class.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 8 students at the GAP had 10 or more tardies.	In 2013, 6 students at the GAP will have 10 or more tardies.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Communitcation between home and school.	Calling students immediately when not in school.	School Administrator/ secretary	Letters, phone calls, and parent conferences to discuss habitual truancy.	Letters, phone log, conference notes.
2	Students who are habitually truant	Forced to attend after school/ Saturday school	School Administrator	Attend after school program/ Saturday school	Attendance rate comparison

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
Data analysis	all grade levels/ history	school administrator	history teachers	monthly meetings	Meeting minutes will show major findings as well as focus for future planning	school administrator

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The goal of the Graduation Assistance Program is to keep the students as much as possible. It takes extreme outbursts or staff safety issues to warrant suspensions at our school.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, the GAP had 9 in school suspensions.	In 2013, the GAP will have 7 in school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, the GAP had 9 in school suspensions.	In 2013, the GAP will have 7 in school suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, the GAP had 23 out-of-school suspensions.	In 2013, the GAP will have 18 out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, the GAP had 23 out-of-school suspensions.	In 2013, the GAP will have 18 out-of-school suspensions.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students bringing home life and other issues to school.	Mentoring program with professionals within the community.	School Administrator	Student behavior issues/ suspensions	point behavior sheet/ suspensions

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
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

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 (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention	
Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Since our school is an alternative school, students are mainstreamed back to the school they were referred from for graduation.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	N/A
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The school administrator at the GAP is adamant about parental involvement. She along with the teachers and support staff are constantly making contact with the parents concerning their child. Parents are required to attend the staffing of their child, and are encouraged to meet with the school administrator at anytime.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, the level of parental involvement is at 100%.	In 2013, the level of parental involvement is expected to reach 100%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not interested in their child's education.	Progress reports, phone calls, newsletters, etc.	All faculty and staff	Student progression at the GAP/ parental feedback	Climate survey

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
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

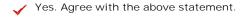| Priority	Focus	Prevent	NA	

Are you a reward school: Yes   No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student incentives, recognitions, and other awards	$0.00

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

The School Advisory Council will meet quarterly to discuss and review school needs including but not limited to student incentives/recognition/ awards for students maintaining or improving standardized testing scores, achieving high standards on FCAT testing, and exhibiting positive student behavior and leadership. The SAC will continue to improve parent school communications.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found