

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HORIZONS ACADEMY

District Name: Manatee

Principal: Jeffrey Harris

SAC Chair: Katherine Knoche-Olipra

Superintendent: David Gayler

Date of School Board Approval:

Last Modified on: 11/12/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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)
Assis Principal	Karen Moates	MS, Educational Leadership BS, Emotionally Handicapped	12	6	10-11 Horizons Academy(Non-Graded) 11-12 Horizons Academy(Non-Graded)
Assis Principal	Rufus D. Floyd	MA, Dregee Educational Leadership BS Degree, Elementary Education	4	12	10-11 Horizons Academy(Non-Graded) 11-12 Horizons Academy(Non-Graded)
Principal	Jeffrey Harris	MS Degree, School Administration BS Degree, Social Sciences 6-12	5	6	10-11 Horizons Academy(Non-graded) 11-12 Horizons Academy(Non-Graded) 2009-2010: Declining 2008-2009: No Grade

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.

Subject Area	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)
Reading	Angela Bryan	Education Leadership, Specialist Certification in Elementary Education, K-6, Music Education K-12, Educational Leadership. Reading and ESOL endorsed.	1	1	2011-2012 Horizons Academy - School is not graded 2010-2011 East Bay High School Grade "A" 2009-2010 East Bay High School Grade "A"

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	Papaerless Applicant Tracking System	Human Resources/ Administration	Continuous	
2	Use of professional guidelines during interview process	Administrators	Continuous	
3	On-going professional development at the school level	Administrators	Continuous	
4	Support with Core Curriculum	Administrators Teachers	Continuous	
5	Weekly meetings with new teachers.	Administration Counselors	Continuous	

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
No data submitted	

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
29	13.8%(4)	44.8%(13)	31.0%(9)	10.3%(3)	51.7%(15)	93.1%(27)	27.6%(8)	0.0%(0)	37.9%(11)

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
Angela Bryan	Kathy Snapp	Ms. Bryan is the Reading Coach and Mrs. Snapp teaches English	Bi-Weekly meetings to discuss any concerns the teacher may have.
Dave Mccarron	Jessica Weipert	Mr. Mccarron is the HS Guidance Counselor and Ms. Weipert works with the HS population.	Bi-Weekly meetings to discuss any concerns the teacher may have.
Sabrina Truesdell-Payne	Leslie Dennis	Mrs. Payne is the Beh. Spec/Test Coordinator and is familiar with the population with whom Mr. Dennis is working.	Bi-Weekly meetings to discuss any concerns the teacher may have.
Katie Muller	Neysa Chaves	Mrs. Muller is the MS Guidance counselor and familiar with the students with whom Mrs. Chaves is working.	Bi-Weekly meetings to discuss any concerns the teacher may have.
David Mattes	Jason Rightnour	Mr. Mattes is a DOP teacher who has had contact with many of the students in Mr. Rightnour's class	Bi-Weekly meetings to discuss any concerns the teacher may have.
Jennifer Treadway	Curtis Davis	Ms. Treadway is the ESE Department Chair	Bi-Weekly meetings to discuss any concerns the teacher have regarding IEP plans, curriculum, etc.
Katherine Knoche-Olipra	Heather Seghrouchni	Mrs. Olipra has experience with the population Mrs. Seghrouchni works with.	Bi-Weekly meetings to discuss any concerns the teacher may have.

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

We will improve our academic program for our economically disadvantaged students by adding staff to help meet their needs. A Home School Liaison will be utilized to improve communication between the school and stakeholders. Title 1 also provides funds to support student academic achievement.

Title I, Part C- Migrant

The Home School Liasion and District migrant services will work to service any migrant students and their families we may receive throughout the year.

Title I, Part D

N/A

Title II

Class size reduction funds

Title III

District provided ESOL services

Title X- Homeless

Project Heart

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Jewish Family Services, S.R.O Crossroads, Sexual Violence Prevention Program

Nutrition Programs

Free and Reduced Lunch

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Web Design course available to secondary students

Job Training

On the Job Training Program is utilized through LIFE Academy as well as Option 2 which is an ESE diploma option.

Other

Pregnancy prevention grant/program
Manatee Youth for Christ

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Jeffrey Harris-Principal
Karen Moates-Asst. Principal
David McCarron-Guidance Counselor
Kathleen Muller-Guidance Counselor
Jennifer Treadway -ESE Dept. Chair
Jackie Lambert- School Psychologist
Phyllis Milton- School Social Worker
Scott Blum- District ESE Specialist

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?

Bi-weekly meetings to assess teacher concerns/issues in the classroom and with individual students. Review collected data, train the entire school staff and continuing education of staff regarding RtI/MTSS process.

- Facilitator – generates agenda and leads team discussions
- Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
- Technology Specialist – brokers technology necessary to manage and display data
- Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
- Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

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?

MTSS team will help contribute to the pro-social behaviors that will be promoted school wide, with classroom teacher support. Using data from RtI:B Database, FOCUS and Quick Query and faculty feedback to determine if and how our goals can be met. In addition, the PBS Team will assist with behavior interventions and provide instructional leadership to support the goals of the SIP.

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.

RtI:B Database, Quick Query, FAIR and FOCUS will be used as primary sources of data. Teachers will also use classroom based data collection on specific students, such as point sheets and Functional Behavior Assessments.

Describe the plan to train staff on MTSS.

District InService
Teacher InService
In house trainings and presentations

Describe the plan to support MTSS.

Continued professional staff development

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Karen Moates– Asst Principal, Jennifer Treadway- ESE Department Chair WillieMae Johnson, HS Reading Teacher, Angela Bryan – Reading Coach, Jerry Crowder – Reading Teacher, Katie Muller – Guidance Counselor, Cory Miller – MS Reading Teacher

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

Monthly meetings to assess data and concerns provided by instructional staff.

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

To increase literacy awareness in all areas of the school by introducing Common Core and Close Reading strategies/Text Complexity to content area teachers. Incorporating Kagan and CRISS strategies to improve student engagement while increasing student achievement through ongoing progress monitoring. Conducting staff development mini-workshops on the Success Makers, I.D., Read 180 and CBT and Take 10 reading programs to form appropriate intervention strategies and to plan instruction. To build the school community through implementing a staff PLC 'best practices' book study group.

Continuing the Elementary and Middle school Reading Buddies Mentoring program. Promote activities to encourage reading for leisure by implementing the High School Book Club, the Horizons Read180 Reading Counts Challenge, the Horizons school wide, "One Book, One School" and working with business partners to provide incentives to encourage student participation in reading activities.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 11/5/2012)

*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.

NA

*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.

Highly qualified staff, reading across the curriculum, Reading Club (HS), Reading Buddies (MS and ES), Subject area teachers are encouraged to become CAR-PD or Reading Endorsed.

*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?

Our students are exposed to the Manatee Core Curriculum as we transition into Common Core Standards; as well as online courses through PLATO. These opportunities provide the much needed relevance that at-risk students need.

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?

On the Job Training available to high school students who are employed. Students who are eligible also have an opportunity to dual enroll at MTI for career education opportunities.

Postsecondary Transition

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

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

We encourage all students to participate in ACT/SAT testing to determine readiness for post secondary education. Provide all students with the opportunity to meet with postsecondary representatives during school hours. Additionally, students in Grade 10 are assessed through the PERT to determine college academic readiness and determine the level of support and provide the support needed at the secondary level.

PART II: EXPECTED IMPROVEMENTS

Reading 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 reading. Reading Goal #1a:	To improve current level of performance, Horizons Academy will have a 2% increase in the number of students scoring level 3 on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4th Grade - NA 5th Grade - NA 6th grade - 11%(2) 7th grade - .05%(2) 8th grade - .3%(2) 9th grade - 11%(11) 10th grade - .09%(7)	4th Grade - NA 5th Grade - NA 6th grade - 13%(3) 7th grade - 2.0%(8) 8th grade - 2.0%(8) 9th grade - 13%(13) 10th grade - 2%(15)

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 data from transferring sites High mobility rate Attendance during testing windows Using data to drive instruction Student motivation in academics Low number of credits earned in high school. Students over age for grade level.	Identify students for additional remediation Use of automated calling system to contact families Use of incentive program Phone call home to parents. Opportunity for credit recovery. Daily check for students requiring make-up test Differentiate Instruction Professional development for teachers on how to locate and use data to drive instruction, such as FAIR data. Student engagement Positive Behavior Support(PBS)	Administration PBS Team RtI Team	Dashboard data Quick Query Walkthroughs Lesson Plans FAIR Biweekly review of attendance and academic data	FCAT District Assessment Data PMRN
2					

3	Lack of data from transferring sites High Mobility Rate	Identify students for curriculum enrichment Differentiate Instruction Train teachers to obtain data from FOCUS/Quick Query-Dashboard/PMRN/Read 180/Success Makers	Administration Reading Coach	Use ongoing progress monitoring for adaptive computer program assessments. Monitor student progress on enriched curriculum	Read 180 SRI/Reading Counts data Success Makers data FAIR data FCAT practice passages/assessments, (moderate to high text complexity) Close reading assignments Take 10 data
4	Attendance during testing windows	Use of automated calling system to contact families Use of incentives program Daily check for students requiring make-up tests	Administration Reading Coach	FOCUS system	Participation in testing
5	Using data to drive instruction Student motivation in academics	Train teachers to use the FAIR data/Utilize FCRR resources and the FAIR decision tree to group students for differentiated instruction. Train teachers in Common Core and to provide enriched curriculum and use higher text complexity and higher level questioning techniques Support(PBS) Blended instruction Gradual release of responsibility Reading Coach modeling CARPD Obtain new reading materials and promote student reading with clubs, challenges and incentives Train staff in Kagan/CRISS engagement strategies	Administration Reading Coach	FCRR lesson plans and assessment results Ongoing progress monitoring of small group enrichment and progress FAIR AP2 and AP3 Content area teachers using Common Core and Close Reading strategies/Text Complexity Obtain new reading materials and promote student reading with clubs, challenges and incentives Train staff in Kagan/CRISS engagement strategies	Improved testing scores on FAIR AP1,2 and 3 Assessment results on FCRR and curriculum enrichment assessments Content area teachers use of Common Core and literacy strategies Horizons Data chat forms FCAT practice passages/assessments (moderate to high text complexity) Close reading assignments Take 10 data Kagan/CRISS strategies
6					

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:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 2% of current school population scored at Level 4,5 or 6 on the 2012 Reading FCAT.	Decrease the number of students scoring below Level 4.

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	High retention rates. Low reading abilities.	Set and communicate purpose for learning and learning goals in each lesson.	Administration	Determine lessons are aligned with course standard or benchmark and include essential questions	Walkthrough and 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	To improve current level of performance, Horizons Academy will have a 2% increase in the number of students scoring level 4 and 5 on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade - 0%(0) 7th grade - 05%(2) 8th grade - 0%(0) 9th grade - 11%(11) 10th grade - .09%(7)	6th grade - 2%(1) 7th grade - 2%(8) 8th grade - 2%(14) 9th grade - 5%(4) 10th grade - 2%(15)

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 data from transferring sites	Identify students for curriculum enrichment Differentiate Instruction Train teachers to obtain data from FOCUS/Quick Query-Dashboard/PMRN/Read 180/Success Makers	Administration Reading Coach	Use ongoing progress monitoring for adaptive computer program assessments. Monitor student progress on enriched curriculum	Read 180 SRI assessments Success Makers mastery scores PMRN FCAT practice passages/assessments, (moderate to high text complexity) Close reading assignments
2	Students are not placed in courses that are rigorous and relevant	Place students in curriculum that is rigorous and relevant Provide electronic readers to motivate reading Provide new reading materials, extracurricular reading activities, clubs, challenges and incentives	Administration Reading Coach	Ongoing progress monitoring Student participation in extracurricular reading activities Initiate small student focus groups in Plato/Novel stars	Maintain or increase reading level Read180 SRI data Success Makers data CBT -OPM data Plato data Increased participation and engagement in independent reading
3	Attendance during testing windows	Use of automated calling system to contact families Use of incentive program Daily check for students requiring make-up tests Webb's DOK-order order questioning Provide incentives for making progress on assessments	Administration	FOCUS system	FCAT 2.0

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:		na		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		na		
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				

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:		Horizons Academy will make a 5% increase in School Improvement Rating for the students making learning gain on the 2013 FCAT Reading Test.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Less than 95% of students tested.		No data available		

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 foundational academic skills	Literacy rich environment Online learning Read 180 implemented with fidelity Use of data driven instruction Introduce common core/close reading using a moderate to high text complexity Differentiate instruction in small groups	Administration	Ongoing progress monitoring of reading programs Ongoing OPM fluency checks Data chats Monitor FAIR ap1-AP3 assessments Monitor FCAT practice passages using best Monitor Take 10 Reading	Program ongoing progress monitoring tools and assessments FAIR decision tree
2	Attendance during testing windows	Use of automated calling system to contact families Use of incentive program Daily check for students requiring make-up test Provide incentives for making progress on assessments	Administration Reading Coach	Read 180/Success Makers/CBT/OPM fluency ongoing progress monitoring with assessments FAIR assessments AP1-AP3 Data chats FCAT practice passages using reading strategies Take 10 Reading using best practice reading strategies	Ongoing progress monitoring for improvement/decline in program assessment scores Horizons Data Chat forms

				Introduce common core/close reading with higher text complexity	
3	Use of data to drive instruction	Train teachers to use FAIR (decision tree and FCRR resources,) Read 180, Success Makers, CBT and Take 10 data to create prescriptive lessons to differentiate instruction Obtain new reading materials and promote student reading with clubs, challenges and incentives Train staff in Kagan/CRISS engagement strategies	Administration Reading Coach	Read 180/Success Makers/CBT/OPM fluency ongoing progress monitoring with assessments FAIR assessments AP1-AP3 Data chats FCAT practice passages using reading strategies Take 10 Reading using best practice reading strategies Introduce common core/close reading with higher text complexity Obtain new reading materials and promote student reading with clubs, challenges and incentives Train staff in Kagan/CRISS engagement strategies	Ongoing progress monitoring for improvement/decline in program assessment scores Horizons Data Chat forms Obtain new reading materials and promote student reading with clubs, challenges and incentives Train staff in Kagan/CRISS engagement strategies
4	Student motivation in academics	Student engagement Positive Behavior Support (PBS)	Administration	Lesson plans, Walkthroughs, Discipline report in quick query Use of PBS store	FAIR FCAT 2.0

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:		NA		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
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				

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:		Horizons Academy will make a 5% increase in the School Improvement Rating for the students in the lowest 25% making a learning gain on the 2012 FCAT Reading test.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		

Horizons receives a school improvement rating and does not receive information about the lowest 25%.			Horizons Academy will make a 5% increase in the School Improvement Rating for the students in the lowest 25% making a learning gain on the 2012 FCAT Reading 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 foundational academic skills	Literacy rich environment Read 180 and other reading programs implemented with fidelity Use adaptive reading programs and an adaptive instructional approach to provide interventions and plan instruction Implement engaging (Kagan, CRISS) strategies to increase student interest and participation	Administration Reading Coach LLT	Read 180/Success Makers/CBT/OPM fluency ongoing progress monitoring with assessments FAIR assessments AP1-AP-3 Data chats FCAT practice passages assessment results Take 10 Reading assessments	Read 180 data Success Makers data CBT data FAIR AP1-3 data FCAT practice passages assessment data Take 10 Reading data
2	Attendance during testing windows	Use of automated calling system to contact families Use of incentive program Daily check for students requiring make-up test	Administration	FOCUS system	Participation in testing
3	Using data to drive instruction	Train teachers to use retrieve FCAT/FAIR/Success Makers/Read 180 data from prior schools Train teachers to utilize the FAIR data and decision tree, data from Success Makers, Read 180 and CBT data to create small groups to provide intensive/ differentiated instruction	Administration Reading Coach	Track ongoing progress updates from all reading programs on a daily basis. Staff PD on reading programs and intervention strategies LLT meetings to discuss intensive intervention strategies for bottom quartile students	Increased student participation and assessment scores. Horizons Data chat forms
4	Student motivation in academics	Student engagement Positive Behavior Support(PBS) Student engagement with Kagan/CRISS strategies Promote student reading clubs with incentives	Administration Reading Coach	Lesson plans, Walkthroughs Discipline report in quick query Use of PBS store Increased student participation, Increased participation in reading clubs and in independent reading	Improvement in testing scores FCAT practice passages/assessments (moderate to high text complexity) Close reading assignments Take 10 data Kagan/CRISS strategies

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%.		Reading Goal # Horizon Academy will decrease the achievement gap by 7% using best practices in delivery of reading instruction and aligning lessons to core curriculum.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	21	28	35	42	49	
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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:	Horizons will make AYP using the AMO, Safe Harbor or the growth model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black - 86% of population tested White - 93% of population tested Hispanic - 91% of population tested	Subgroups will achieve AMO of 86%

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 foundational skills in reading. Low fluency rates.	Implementation of Reading Buddies, high school book club. CLOZE strategies, Professional development for teachers on Common Core Curriculum	Teachers Reading Coach	Class, district and state level assessments.	District assessments, FCAT, FAIR data
2	Lack of data from transferring sites High mobility rate	Identify students for additional remediation Differentiate Instruction	Administration	Dashboard Quick Query Walkthroughs Lesson plans FAIR	FCAT 2.0 PMRN
3	Attendance during windows	Use of automated calling system to contact families Use of incentives program Daily check for students requiring make-up test	Administration	Pinnacle system	Participating in testing

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:	Horizons will make AYP using the AMO, Safe Harbor or the growth model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	86% AMO

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
	Language barriers		Administration	Progress monitor student performance	CELLA, District and state

1	Changes in standards and Instructional materials Low Reading Level related to Math Low proficiency in math.	ESOL accommodations Teach Content areas specific vocabulary; LA and Writing teachers teach word parts/content teachers support Differentiated instruction		assessments, classroom performance
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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:	Horizons will make AYP using the AMO, Safe Harbor or the growth model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% of population tested	86% AMO

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 foundational academic skills Low number of credits for grade level	Increase availability of remediation Differentiated instruction Provide tiered interventions by needs according to data.	Administration Reading Coach	Review number of students in remediation Review lesson plans and form class room walk throughs	FAIR data Lesson plan logs and walk through logs
2	Lack of foundational academic skills	Literacy rich environment Read 180 and other reading programs implemented with fidelity Use adaptive reading programs and an adaptive instructional approach to provide interventions and plan instruction Implement engaging (Kagan, CRISS) strategies to increase student interest and participation	Administration Reading Coach	Read 180/Success Makers/CBT/OPM fluency ongoing progress monitoring with assessments FAIR assessments AP1-AP-3 Data chats FCAT practice passages assessment results Take 10 Reading assessments	Read 180 data Success Makers data CBT data FAIR AP1-3 data FCAT practice passages assessment data Take 10 Reading data Horizons Data Chats

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:	Horizons will make AYP using the AMO, Safe Harbor or the growth model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% of population tested	86% AMO

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 basic skills. High rate of retention.	Increase availability of remediation; align lessons with core curriculum; differentiated instruction. Provide tiered interventions by needs according to data.	Administration	Walkthrough Monitor academic achievement	FAIR, FCAT Fluency tests, and District assessments; classroom assessments and performance
2	Lack of foundational skills	Increase availability of remediation Differentiated Instruction	Administration	Review number of students in remediation Review lesson plans and form class room walk throughs	Fair data Lesson plan logs and walkthroughs

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
Close Reading/Common Core FAIR Implications of testing Success Makers reading program Using FCAT 2.0n data to drive instruction Foldables for Differentiated Instruction	All	Reading Coach	All	Weekly afterschool meetings	Lesson plans Walkthrough	Administration

Reading Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase availability of remediation	Read 180 – High School, Journeys – Middle School	District Allocation	\$5,000.00
			Subtotal: \$5,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Computer supplements, Maintenance on Annual Plato, Bridgewater	District Allocation	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase availability of Remediation	Read 180 training	District Allocation	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase availability of Remediation, Differentiated Instruction	Classroom Libraries, Action, Scope Magazines	District allocation	\$5,000.00
			Subtotal: \$5,000.00
			Grand Total: \$15,000.00

End of Reading Goals

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

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:	Horizons Academy will make a 2% increase in the School Improvement Rating for the students making a learning gain on the 2013 FCAT Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade - 5%(1) 7th grade - 11%(4) 8th grade - 2%(1)	6th grade - 7%(2) 7th grade - 9%(3) 8th grade - 4%(2)

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 data from transferring sites High mobility rate Attendance during testing windows Using data to drive instruction Student motivation in academics Low number of credits earned in high school. Students over age for grade level.	Identify students for additional remediation Use of automated calling system to contact families Use of incentive program Phone call home to parents. Opportunity for credit recovery. Daily check for students requiring make-up test Differentiate Instruction Professional development for teachers on how to locate and use data to drive instruction, such as FAIR data. Student engagement Positive Behavior Support (PBS)	Administration PBS Team Rtl Team	Dashboard data Quick Query Walkthroughs Lesson Plans FAIR Biweekly review of attendance and academic data	FCAT District Assessment Data PMRN
2					
	Students have a lack of fundamental math vocabulary	Math teachers will teach and monitor the inclusion of math vocabulary and provide resources to support language development. Teachers will create	RTI team will progress on a monthly basis, Administration	Evident through observations and walkthroughs, Increased achievement on math testing	FCAT 2.0

3		Word walls, and administration will ensure they are implemented. Use of picture dictionaries, and home language to English dictionaries as well as Parent Liaison for Spanish speaking students.			
4	Lack of foundational academic skills	Jumpstart activities to focus on number sense and measurement High School-Online math curriculum Teachers will create jumpstart activities, and administration will ensure activities are implemented High School - number of lessons passed at 80% in online curriculum Differentiated instruction to address student learning styles.	Administration	FCAT Increased achievement between pre and post District benchmark assessments.	FCAT 2.0
5	Lack of manipulatives in some classrooms	Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts. Teachers will create centers and stations, and administration will ensure activities are implemented.	Administration	Increased achievement on student portfolios, progress of all students on assessment, lesson plans, walkthroughs, benchmark assessments	FCAT 2.0

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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				

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:	Horizons Academy will have a 2% increase in the number of students scoring level 4 and 5 on the 2013 Math FCAT test
2012 Current Level of Performance:	2013 Expected Level of Performance:

6th grade - 0%(0)
 7th grade - 0%(0)
 8th grade - 2%(1)

6th grade - 2%(1)
 7th grade - 2%(1)
 8th grade - 4%(2)
 9th grade -
 10th grade - 8%(5)

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 student motivation in academics	Increased engagement Supplemental activities Incorporate blended instruction High School-Online math curriculum	Administration	Walkthroughs, Lesson plans High School-number of lessons passed at 80% in online curriculum	FCAT 2.0 Increased achievement between pre and post District benchmark assessments
2	Lack of supplemental materials necessary for higher level courses	Use materials to differentiate instruction and provide the students with the tools necessary to succeed, extended thinking-application projects, higher order questioning	Administration	Walkthroughs Lesson plans Small group instruction	FCAT 2.0 Increased achievement between pre and post District benchmark 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:

2b. Florida Alternate Assessment:
 Students scoring at or above Achievement Level 7 in mathematics.

 Mathematics Goal # 2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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				

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:

NA

2012 Current Level of Performance:

2013 Expected Level of Performance:

NA

AMO goals of 86%

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 have a lack of fundamental math vocabulary and numeration skills required to be successful in math.	Math teachers will teach and monitor the inclusion of math vocabulary	RTI team will monitor progress on a monthly basis. Administration	Teachers will create Word walls, and administration will ensure they are implemented. Word walls are only as effective when the students are accountable to use the words in their writing.	Evident through observations and walkthroughs, Increased achievement on math testing
2	Lack of foundational academic skills	Jumpstart activities to focus on number sense and measurement High School - Online math curriculum Gradual release of responsibility Cooperative structures	Administration	Teachers will create jumpstart activities, and administration will ensure activities are implemented High School - number of lessons passed at 80% in online curriculum	FCAT Increased achievement between pre and post District benchmark assessments
3	Lack of manipulatives in some classrooms	Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts	Administration	Teachers will create centers and stations, and administration will ensure activities are implemented	Increased achievement on student portfolios, progress of all students on assessment

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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				

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:	Horizons is a school improvement rating and does not receive information about the performance of the lowest 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	AMO goals of 86%				
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 have a lack of fundamental math vocabulary	Math teachers will teach and monitor the inclusion of math vocabulary	RTI team will monitor progress on a monthly basis. Administration	Teachers will create Word walls, and administration will ensure they are implemented	Evident through observations and walkthroughs, Increased achievement on math testing
2	Jumpstart activities to focus on number sense and measurement High School - Online math curriculum	Administration	Teachers will create jumpstart activities, and administration will ensure activities are implemented High School - number of lessons passes at 80% in online curriculum	FCAT Increased achievement between pre and post District benchmark assessments.	Increased achievement on FCAT, class grades, Summer school Pre/Post Tests, Tutoring Assessments
3	Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts	Administration	Teachers will create centers and stations, and administration will ensure activities are implemented	Increased achievement on student portfolios, progress of all students on assessment	Safe Harbor

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%.	Middle School Mathematics Goal #					
	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	Horizons will make AYP using the AMO, Safe Harbor or the growth model.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Black - 94% of population tested White - 96% of population tested Hispanic - 96% of population tested	AMO goals of 86%			
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
About 86% of students	Math teachers will	RTI team will	Teachers will create	Evident through

1	have a lack of fundamental math vocabulary	teacher and monitor the inclusion of math vocabulary using picture dictionary and home language to English dictionary as well as Title 1 Coordinator, Mrs. Calderon.	monitor progress on a monthly basis. Administration	Word walls, and administration will ensure they are implemented	observations and walkthroughs, Increased achievement on math testing
2	Lack of foundational academic skills	Jumpstart activities to focus on number sense and measurement High School-Online math curriculum	Administration	Teachers will create jumpstart activities, and administration will ensure activities are implemented High School - number of lessons passed at 80% in online curriculum	FCAT Increased achievement between pre and post District benchmark assessments.
3	Lack of manipulatives in some classrooms	Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts Differentiated instruction to address student learning styles.	Administration	Teachers will create centers and stations, and administration will ensure activities are implemented	Increased achievement on student portfolios, progress of all students on assessment

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:	Horizons will make AYP using the AMO, Safe Harbor or the growth model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL - NA	ELL - NA

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	Language barriers Changes in standards and Instructional materials Low Reading Level related to Math Low proficiency in math.	ESOL accommodations Teach Content areas specific vocabulary; LA and Writing teachers teach word parts/content teachers support Differentiated instruction	Administration	Progress monitor student performance	CELLA, District and state assessments, classroom performance
2	Students have a lack of fundamental math vocabulary in English	Math teachers will teacher and monitor the inclusion of math vocabulary and provide resources to support language development.	RTI team will monitor progress on a monthly basis. Administration	Teachers will create Word walls, and administration will ensure they are implemented through observations and walkthroughs.	Increased achievement on FCAT and district math testing.
3	Lack of foundational academic skills	Jumpstart activities to focus on number sense and measurement High School - Online math curriculum	Administration	Teachers will create jumpstart activities, and administration will ensure activities are implemented High School - number of lessons passed at 80% in online curriculum	FCAT Increased achievement between pre and post District benchmark assessments.

4	Lack of manipulatives in some classrooms	Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts	Administration	Teachers will create centers and stations, and administration will ensure activities are implemented	Increased achievement on student portfolios, progress of all students on assessment
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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:	Horizons will make AYP using the AMO, Safe Harbor or the growth model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD - 91% of population tested	NA

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 foundational academic skills Low number of credits for grade level	Increase availability of remediation Differentiated instruction Progress Monitoring with Moby Math Provide tiered interventions by needs according to data.	Administration Math Teachers	Review lesson plans and form class room walk throughs	Moby Math District Assessment Outcomes
2	Students have a lack of fundamental math vocabulary	Math teachers will teach and monitor the inclusion of math vocabulary	RTI team will monitor progress on a monthly basis. Administration	Teachers will create Word walls, and administration will ensure they are implemented	Evident through observations and walkthroughs, Increased achievement on math testing
3	Lack of foundational academic skills	Jumpstart activities to focus on number sense and measurement High School - Online math curriculum	Administration	Teachers will create jumpstart activities, and administration will ensure activities are implemented High School - number of lessons passed at 80% in online curriculum	FCAT Increased achievement between pre and post District benchmark assessments.
4	Lack of manipulatives in some classrooms	Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts	Administration	Teachers will create centers and stations, and administration will ensure activities are implemented	Increased achievement on student portfolios, progress of all students on assessment

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:	Horizons will make AYP using the AMO, Safe Harbor or the growth model.
2012 Current Level of Performance:	2013 Expected Level of Performance:

11% (10)			19% (21)		
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 basic skills. High rate of retention.	Increase availability of remediation; align lessons with core curriculum; differentiated instruction. Provide tiered interventions by needs according to data.	Administration	Walkthrough Monitor academic achievement	FAIR, FCAT Fluency tests, and District assessments; classroom assessments and performance
2	Students have a lack of fundamental math vocabulary	Math teachers will teach and monitor the inclusion of math vocabulary. Differentiated instruction to address student learning styles.	RTI team will monitor progress on a monthly basis. Administration	Evident through observations and walkthroughs, increased achievement on math testing	FCAT 2.0 District assessments and classroom performance.
3	Lack of foundational academic skills	Jumpstart activities to focus on number sense and measurement High School - Online math curriculum	Administration	Teachers will create jumpstart activities, and administration will ensure activities are implemented High School - number of lessons passed at 80% in online curriculum	FCAT Increased achievement between pre and post District benchmark assessments.
4	Lack of manipulatives in some classrooms	Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts	Administration	Teachers will create centers and stations, and administration will ensure activities are implemented	Increased achievement on student portfolios, progress of all students on assessment

End of Middle School Mathematics Goals

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
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No Data Submitted

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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				

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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				

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:	Horizons will make AYP using the AMO, Safe Harbor or Growth Model
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	86%

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				

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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	Language barriers Changes in standards and Instructional materials Low Reading Level related to Math Low proficiency in math.	ESOL accommodations Teach Content areas specific vocabulary; LA and Writing teachers teach word parts/content teachers support Differentiated instruction	Administration	Progress monitor student performance	CELLA, District and state assessments, classroom performance

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 foundational academic skills Low number of credits for grade level	Increase availability of remediation Differentiated instruction Progress Monitoring with Moby Math Provide tiered interventions by needs according to data.	Administration Math Teachers	Review lesson plans and form class room walk throughs	Moby Math District Assessment Outcomes

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 basic skills. High rate of retention.	Increase availability of remediation; align lessons with core curriculum; differentiated instruction. Provide tiered interventions by needs according to data.	Administration	Walkthrough Monitor academic achievement	FAIR, FCAT Fluency tests, and District assessments; classroom assessments and performance

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:	Horizons Academy will increase the number of students earning passing scores on the Algebra 1 EOC by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(4)	14%(5)

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	<p>Lack of data from transferring sites</p> <p>High mobility rate</p> <p>Attendance during testing windows</p> <p>Using data to drive instruction</p> <p>Student motivation in academics</p> <p>Low number of credits earned in high school.</p> <p>Students over age for grade level.</p>	<p>Identify students for additional remediation</p> <p>Use of automated calling system to contact families</p> <p>Use of incentive program</p> <p>Phone call home to parents.</p> <p>Opportunity for credit recovery.</p> <p>Daily check for students requiring make-up test</p> <p>Differentiate Instruction</p> <p>Professional development for teachers on how to locate and use data to drive instruction, such as FAIR data.</p> <p>Student engagement</p> <p>Positive Behavior Support(PBS)</p>	<p>Administration</p> <p>PBS Team</p> <p>RtI Team</p>	<p>Dashboard data</p> <p>Quick Query</p> <p>Walkthroughs</p> <p>Lesson Plans</p> <p>FAIR</p> <p>Biweekly review of attendance and academic data</p>	<p>FCAT</p> <p>District Assessment Data</p> <p>PMRN</p>

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:	Horizons Academy will increase the number of students scoring at or above Level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA		Increase the number of students scoring at or above Level 4 on Algebra 1 EOC.			
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	Low numeracy skills Lack of basic math skills. High rate of retention.	Increase opportunity for remediation Include note taking and test taking strategies in the classroom. Align instruction to core curriculum.			

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:					
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:			Horizons will increase the number of students scoring at Level 3 in Geometry by 5%		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			5% of the total number of students tested.		
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 data from transferring sites High mobility rate Attendance during testing windows Using data to drive instruction Student motivation in academics Low number of credits earned in high school. Students over age for grade level.	Identify students for additional remediation Use of automated calling system to contact families Use of incentive program Phone call home to parents. Opportunity for credit recovery. Daily check for	Administration PBS Team RtI Team	Dashboard data Quick Query Walkthroughs Lesson Plans FAIR Biweekly review of attendance and academic data	FCAT District Assessment Data PMRN

	students requiring make-up test			
	Differentiate Instruction			
	Professional development for teachers on how to locate and use data to drive instruction, such as FAIR data.			
	Student engagement Positive Behavior Support(PBS)			

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
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				

End of Geometry EOC Goals

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						

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Supplemental	Triumph – Supplemental book 6,7,8 Manipulatives/hands on	Title 1	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase use of technology in classrooms	Replace student laptops with desktops	Title 1	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Collaboration – vertical teaming Cooperative strategies Attend Professional Learning Conferences	Professional Learning Communities Kagan State and National Conferences	Title 1	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Non Contracted Hourly for Summer Intensive Math Higher order thinking skills	Training Books for use in book study	Remediation Title 1	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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:		Horizons Academy will make a 2% increase in the number of students scoring a Level 3 on the 2012 FCAT Science test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
5th Grade - NA 8th Grade - 6%(3) 11th Grade - 3%(3)		5th Grade- NA 8th Grade - 8%(4) 11th Grade - 5%(4)			
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	Science vocabulary below grade level.	The students will be exposed to modeled reading and recurrent use of science vocabulary.	RTI team will monitor progress on a monthly basis, Administration Science Teachers	Formal assessments in the form of benchmark assessment for those in 11th grade as well as class assessment such as chapter and unit tests. Evident through observations and walkthroughs.	FCAT Increased achievement on District benchmark science testing
	Break down in transition from words to mathematical	Recurrent use and manipulation of formulas with and	Administration Science Teachers	Evident through observations and walkthroughs.	FCAT Increased progress report

2	formula	without numbers. Consistent review of science formulas and use.			grades and benchmark progress.
3	Reading below grade level in science	Modeled reading. Chunking large concepts into smaller ones. Consistent Socratic questioning and informal assessments Differentiated Instruction	Administration Science teachers	Student classroom data	Goal oriented testing with persistent review of un-mastered material. FCAT 2.0

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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				

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:	Horizons Academy will make a 2% increase in the number of students scoring a Level 4 or 5 on the 2012 Science FCAT test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5th Grade NA 8th Grade - 0%(0) 11th Grade - 11%(1)	5th Grade NA 8th Grade - 2%(1) 11th Grade - 3%(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	Assessing useful background knowledge to allow the students to make inferences.	Class discussions on present day science topics from newspaper.	RTI team will monitor progress on a monthly basis, Administration	FCAT benchmark testing as well as informal assessments of understanding during class discussion Evident through observations and walkthroughs	Increased achievement on science testing
	Using linear thinking to	Review of science	Administration/RTI	Assessment of	Increased

2	connect new ideas and information.	movies to reinforce or provide background knowledge		summarized science work. The reutilization of pre-learned material in new areas. Evident through observations and walkthroughs	achievement on science testing
3	Expanding SAT science vocabulary.	Model reading. Word Wall. Class discussion. Differentiated instruction	Administration	FCAT benchmark testing as well as informal assessments of understanding during class discussion	Evident through observations and walkthroughs, Increased achievement on science testing

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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				

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
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				

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
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				

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.		Horizons will increase the number of students making level 3 in Biology EOC by 2%.			
Biology Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		2% of students taking the Biology EOC.			
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 student understanding of concepts due to lower reading skills.	More hands on activities Differentiated instruction Build background knowledge	Administration Science Teachers	Formative and summative classroom assessments	District Benchmarks Biology EOC assessments

	Differentiated instruction			
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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:	Horizons will increase the number of students scoring level 4 on Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	2% of total number of students tested.

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	Assessing useful background knowledge to allow the students to make inferences. Using linear thinking to connected new ideas and information.	Modeled reading. Word Wall. Class discussion	Administration Science Teachers	Formative and summative assessments	District Benchmarks Bio. EOC

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
Differentiated instruction	All	District	Science Teachers	Fall 2012 Spring 2013	Walkthrough	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental	State Adopted Textbooks, Novelstars	District allocation	\$1,000.00
Increase use of technology in classrooms and science labs.	Computers in the classroom	Title 1	\$650.00
Subtotal: \$1,650.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase use of technology in classrooms Science Labs	State and National Conferences	District allocation	\$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: \$1,650.00

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:	Horizons Academy will increase writing scores for Grade 4, Grade 8 and 10 by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance for Grade 4: NA Grade 8: 62% of 8th graders scored level at level 3 or higher. Grade 10: 81% scored at level 3 or higher.	Grade 4: 80% Grade 8: 65% Grade 10: 84%

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 do not understand the criteria used in grading writing assessments.	Teach the rubric to students Edit and Rewrite.	Administration Reading Coach	PD training	FL Writes Horizons writes
2	Students do not have adequate exposure to the writing process.	Students will effectively demonstrate the writing process across all core curriculum areas.	Administration Reading Coach	A school wide consistent method of saving student work will be established (portfolios, UPA collections, notebooks, folders, etc.)	Scored writing samples (using FCAT Writing Rubric) will be used to determine progress every 8 weeks.
3	Students do not have adequate vocabulary to be successful writers.	Implement school wide vocabulary and writing samples	Administration	A school wide consistent method of saving student work will be established (portfolios, UPA collections, notebooks, folders, etc.)	Scored writing samples (using FCAT Writing Rubric) will be used to determine progress every 8 weeks.

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:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
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						

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

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:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
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				

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:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
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						

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-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 U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
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

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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

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						

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

End of U.S. History EOC Goals

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:	Horizons academy will increase overall attendance rate by 5 percent. Horizons academy will decrease the number of students with excessive absences and tardies by 5 percent for 2012/13 school year. Horizons will decrease
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
73%	78%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
228	217
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
30	25

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	Transportation Student motivation Parental Support Family obligations Age of student Inaccurate attendance data	Increased school to home communication with Connect-Ed PBS recognition for attendance Campus resources More parent nights/community meeting place Classroom sign in sheets Increased rewards for being on time. Alternative consequences	Teachers/site teachers PBS Committee Administration Parent Liaisons and administration Counselors	RTI data chats Reduction in tardies & absences	FOCUS data

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						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase rewards for being on time	PBS incentives	Title 1	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Maintaining parent contact through Connect Ed.	Call out system	District	\$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: \$500.00

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:	Horizons Academy will decrease the total number of out-of-school suspensions by 10 percent.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
79	71

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
47	42
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
140	126
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
96	86

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	Behavior issues motivation/peer pressure Students working Parent support	pro-active team conferencing peer-to-peer/peer-to-teacher/mediation system increase variety of meaningful interventions increase use of behavior intervention plans implement school wide reward system Increase parental contact Increase communication between administration and referring teacher Increase communication of behavior expectations at intake Increase use of RtI database	Teachers RtI/PBS Teams support office/staff Administration Behavior Spec.	RtI:B database Level System Number of students obtaining behavior rewards	FOCUS data RtI database

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
Pre-referral intervention Behavior Intervention Strategies	School-wide	Administration Behavior Specialist	All staff	Fall 2012 Spring 2013	Walkthroughs	Administration RtI Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PBS	PBS Incentives	Title 1	\$500.00
			Subtotal: \$500.00
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: \$500.00

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:		Horizons Academy will decrease the percentage of student dropout rate by 5%.			
<i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
Not available		Not available			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
Not available		Not available			
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
	Students have little high school credits	Increase rate at which students are able to	Administration	Number of credits issued to DOP students	Online credit recovery program

1		complete high school credit. Provide alternative path to graduation			
2	Transportation Family Responsibility Financial burdens Student motivation to graduate Lack of long term goals Difficulty passing required assessments Increased academic rigor Increase rate at which students are able to complete high school credit	Offer LIFE skills course Increase test taking strategies Basis skills; notetaking Varied diploma options and paths to graduation PBS Service Learning Project Differentiated instruction	Site/classroom Teachers Support Staff Guidance Counselors	FOCUS and Quick Query data to monitor GPA, credits and attendance IEP Meetings Progress monitoring	FOCUS Quick Query attendance records achievement records

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

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			to increase student achievement through parent involvement		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
10%			increase by 5%		
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 would like information on how to join planning and review committees	Connect-ed, newsletter, marquee	Administration	parents participating on review committees, and planning	survey, sign-in sheets
2	Parents access to volunteer opportunities at school	Connect-ed, newsletter, marquee	Administration	More parent volunteering, log-in sheets	Parent survey
3	Parents need more information on NGSSS	Parent meetings, PIC, workshops, intakes	Administration	Increase of parent knowledge of NGSSS	Survey
4	Location of school	Hold Parent Nights in location central to community	Administration PBS/RtI Teams	Parent turn out	Sign in sheets surveys

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
PBS	All	PBS Team	School-wide	Fall 2012 Spring 2013	Classroom Walkthroughs, PBS Team meetings, Discipline reports	Administration PBS Team

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Increase parent involvement in development of plan, volunteer opportunities, compliance items	Supplies and materials, food, non-contracted hourly, vendor, printing, child care, travel	PI Title 1 set aside	\$1,260.00
			Subtotal: \$1,260.00
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: \$1,260.00

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)

Horizons Academy will increase the available activities that support PBS. Goal:

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. Horizons Academy will increase the available activities that support PBS. Goal Horizons Academy will increase the available activities that support PBS. Goal #1:			Horizons will work to achieve Bronze Level Status in it's implementation of PBS for the 2012-2013 school year and increase the resources available for students/parents through parent nights for 2012-13 school year.		
2012 Current level:			2013 Expected level:		
72% as measured by Benchmark of Quality.			80% as measured by Benchmark of Quality.		
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	Need for a discipline program that must utilize alternative methods of discipline	Raise additional funds Create reward activities	Administration PBS Team	1. Check PBS budget 2. Review list of reward prizes (food and candy items) and activities available	PBS Activities
2	Lack of community involvement in Horizons Academy	Increase involvement of business partners Host community outreach events	Administration PBS Team	Review list of business partners	PBS Activities
3	Need to increase the ability to identify troubled behavior and correct it.	Discipline dashboard Minor tracking form RTI	Administration RTI team	Reduction in referrals in target areas Reduction in out of class referrals Drop in the number of individual's referrals	Discipline reports
4	Communications lost (no working or incorrect phone numbers)	Develop incentives for parents to get involved.	PBS Team Admin Parent Liaison	Response to invitation.	Event turnout in community based venue.

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						

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 Horizons Academy will increase the available activities that support PBS. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase availability of remediation	Read 180 – High School, Journeys – Middle School	District Allocation	\$5,000.00
Mathematics	Supplemental	Triumph – Supplemental book 6, 7, 8 Manipulatives/hands on	Title 1	\$3,000.00
Science	Supplemental	State Adopted Textbooks, Novelstars	District allocation	\$1,000.00
Science	Increase use of technology in classrooms and science labs.	Computers in the classroom	Title 1	\$650.00
Attendance	Increase rewards for being on time	PBS incentives	Title 1	\$500.00
Suspension	PBS	PBS Incentives	Title 1	\$500.00
Parent Involvement	Increase parent involvement in development of plan, volunteer opportunities, compliance items	Supplies and materials, food, non-contracted hourly, vendor, printing, child care, travel	PI Title 1 set aside	\$1,260.00
				Subtotal: \$11,910.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction	Computer supplements, Maintenance on Annual Plato, Bridgewater	District Allocation	\$0.00
Mathematics	Increase use of technology in classrooms	Replace student laptops with desktops	Title 1	\$0.00
Science	Increase use of technology in classrooms Science Labs	State and National Conferences	District allocation	\$0.00
Attendance	Maintaining parent contact through Connect Ed.	Call out system	District	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase availability of Remediation	Read 180 training	District Allocation	\$5,000.00
Mathematics	Collaboration – vertical teaming Cooperative strategies Attend Professional Learning Conferences	Professional Learning Communities Kagan State and National Conferences	Title 1	\$0.00
				Subtotal: \$5,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase availability of Remediation, Differentiated Instruction	Classroom Libraries, Action, Scope Magazines	District allocation	\$5,000.00
Mathematics	Non Contracted Hourly for Summer Intensive Math Higher order thinking skills	Training Books for use in book study	Remediation Title 1	\$0.00
				Subtotal: \$5,000.00
				Grand Total: \$21,910.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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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 11/8/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

We will meet bi-monthly to focus on school wide PBS program, student performance on standardized tests and increasing parent involvement.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found