

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CYPRESS RUN ALTERNATIVE/ESE

District Name: Broward

Principal: Vincent Alessi

SAC Chair: Dean M. Belter

Superintendent: Robert W. Runcie

Date of School Board Approval: December 6, 2011

Last Modified on: 10/23/2012

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  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Vincent Alessi	Bachelor of Science – Lang. Arts. & Masters-Educational Leadership K-12	4	18	2011 - 2012 - Correct 2 2010 - 2011 - Correct 2 2009 - 2010 - Correct 2 2008 - 2009 - 85% B 2007 - 2008 - 75% C 2006 - 2007 - 85% B
Assis Principal	Marsha Artis	Bachelor of Business Administration Masters of Business Administration – Educational Leadership K-12	3	6	2011 - 2012 - Correct 2 2010 - 2011 - Correct 2 2009 - 2010 - 75% C 2008 - 2009 - 59% F 2007 - 2008 - 60% D 2006 - 2007 - 60% D

### 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



27	7.4%(2)	0.0%(0)	59.3%(16)	29.6%(8)	51.9%(14)	96.3%(26)	25.9%(7)	0.0%(0)	88.9%(24)
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## 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
Dean Belter Deborah Edwards	Shayla McCloud Lynell Rolle	Coaching the teacher in reading, Pinnacle, BEEP lessons, SmartBoard lessons, and ESE assistance plus activities.	Weekly meetings, daily reading activities, computer generated lessons, and professional development. Development of individualized and group instruction based on the BAT and FCAT data.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

These federal funds are being utilized to purchase instructional materials and supplies across all curriculum areas. They are also being utilized for job training skills in vocational classes.

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Vincent Alessi (Principal), Marsha Artis (Assistant Principal), Walter Cooper (Assistant Principal), Chrissy Pomper (Literacy Coach), Kathleen Schioppa-Johnson (ESE Specialist), Dean Belter (Behavioral Specialist), Deborah Edwards (Language Arts Teacher), Gary Gam (Behavior Specialist), Reva Reed (Family Counselor), Andrea Gelske (School Psychologist), Roseta Mighty (ESOL & Guidance Counselor), and Gloria Powell (Elementary Teacher).

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?

Teachers observe students for target behavior and collect data to review with assigned case manager, which could result in an RTI referral to the CPST. Parents are included via telephone conference and/or parent/teacher conference when necessary. The parents and family counselors are an integral part of the collaborative process and provide the team with valuable input. The team meets weekly to discuss and evaluate the effectiveness of Tier I and Tier II interventions that have been implemented by the grade level teams or individual teachers. Kathleen Schioppa-Johnson, ESE Specialist, coordinates the meetings. The family counselor assigned to the student provides case management to the cases that move from Tier II to Tier III. The interventions will become more intensive and the student meetings will become more frequent. The ESE Specialist tracks and updates the information utilizing the district RTI Database.

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

The school-based MTSS Leadership Team has input in the development of the SIP based on data that is collected throughout the year. Tier I data is routinely reviewed in the areas of reading, writing, math, science and behavior. Students are placed into courses based on test scores and interventions needed. Data is used to make decisions about modifications needed to the core curriculum and school-wide approach to behavior management. School-wide Tier 1 data is collected during the enrollment process and monitored through the district BASIS system and SMS (School Management System) House Progression Plan. At the time of enrollment, a DAR and Fluency assessment is given by the Literacy Coach or ESE Specialist to determine reading placement. Grades, behavior, and attendance are reviewed weekly as students move through the House Progression Plan. The MTSS Leadership Team meets weekly to review the school-wide behavior management and rewards program to ensure that we are providing a safe and structured learning environment for all students. Professional Development for utilizing the RTI problem-solving process is scheduled for the beginning of the school year and is on going as needed.

#### 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.

The data sources used are FCAT Reading, Writing, Science and Math scores, EOC results, BAT I & II, FAIR, DAR, FORF, classroom assignments, writing samples, teacher observations, and disciplinary referral information. PMRN, Virtual Counselor, Data Warehouse, and the district BASIS system are used to review and update data. Teachers, administrators, counselors and support staff input all academic and behavioral interventions implemented for each student, into the district database. For Tier II and III interventions, the data sources include the intervention records and progress monitoring graphs generated

for individual students from the RTI database. For SWD, the ESE Specialist, Kathleen Schioppa-Johnson and CPST team will review all student's data and will begin interventions for Tier 1 based on formal and informal assessments, student work samples, research journals and logs, observations, anecdotal records, teacher checklists, student and parent interviews and surveys, report cards, portfolios, attendance and discipline referrals. Having a data collection system in place to record and review individual student's progress is crucial to ensure that we are meeting the needs of all students and providing a safe and structured learning environment.

Describe the plan to train staff on MTSS.

The district trained team members, Marsha Artis, Dean Belter, Kathleen Schioppa-Johnson, Reva Reid, Suzie Gluck, and Raymond Walker, will provide RTI training to the staff at the beginning of the school year. The training will include instructions for using the RTI database and clear expectations of the process. The team will be responsible for explaining the Tiers and how to use the database to input and track student interventions and progress.

Describe the plan to support MTSS.

RTI team has been assembled that will monitor the MTSS. Staff development will be ongoing. Administrators will oversee implementation of MTSS through weekly leadership meetings. All data collected will be shared with the team to ensure that student's specific needs are being met and that the learning environment remains safe and structured.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school based LLT will be composed of the Principal, Assistant Principal, a representative from each grade level, the Literacy Coach, Micro-Tech and ESE Specialist.

Vincent Alessi – Principal

Marsha Artis – Assistant Principal

Chrissy Pomper – Literacy Coach

Kathleen Schioppa – ESE Specialist

Brendon Shaub – Micro-Technician

Deborah Edwards – High School Language Arts Teacher

Dave Freudenburg – Middle School Language Arts Teacher

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

The function of the LLT is to help develop, implement, and monitor the SIP through monthly meetings. The LLT ensures that school stakeholders understand and support the Literacy Coach model and obtain support for achieving the school's reading goals. They will also ensure the use of the district's instructional focus calendars by the classroom teachers. They will analyze data to determine the effectiveness of instruction and redesign instruction to meet student needs; monitor and support the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction plus strategies with fidelity; lead and support Professional Learning Communities and study groups; create and share school-wide initiatives plus activities that promote literacy (reading rewards program, USA Today current events [weekly], and before school and lunch time reading club).

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

The focus of the Literacy Leadership Team is to promote and support literacy throughout all content areas and school-wide. The LLT initiatives for the 2012 - 2013 school year include adding a Reading Rewards Program, USA Today current events weekly using iPads and a before school and lunch-time reading club. The goal is to encourage reading for pleasure, improve reading fluency, comprehension and vocabulary skills in grades K-12, while ensuring a safe and structured learning environment. Using data from previous years' FCAT 2.0 and BAT, the Literacy Coach will identify students in need of extended learning opportunities and intensive reading interventions. The Literacy Coach will incorporate a variety of strategies into a curriculum based on the strengths and weaknesses of the students. The Literacy Coach, will also facilitate the general information meetings regarding the process of becoming reading endorsed and meet individually with teachers to organize a plan of study. Currently, Cypress Run has two teachers seeking reading endorsement and three teachers with reading endorsement.

## Public School Choice

### Supplemental Educational Services (SES) Notification

No Attachment

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

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

N/A

### \*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.

Teachers will meet throughout the year to share best practices and resources regarding incorporating reading strategies into all content areas. The teachers will meet quarterly during formal data chats to discuss students' strengths, weaknesses and progress. Students who fall below district standards of mastery will be using a progress-monitoring plan and teachers will differentiate their instruction during small reading groups (pull-outs and push-ins). A push in program will be in place to meet the areas of weakness.

### \*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?

Cypress Run offers vocational training and career-centered courses that teach life skills. Teachers are encouraged to integrate real-world experiences into their curriculum to demonstrate the relevance of what is being taught in the classroom in relationship to the future career choices of students. Students also have an opportunity to participate in career oriented courses such as, Culinary Arts, where students are taught proper food sanitation, storage and preparation. We also provide opportunities for career counseling, visits from college representatives, ASVAB, Career Day, ePep, FLVS, Broward Virtual, and Internships at local businesses. The educational setting also has an Annual Guidance Plan, which focuses on career and education planning. Using an integrated curriculum FACTS.org and ePEP help our students do career and education research and course planning.

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?

In order to prepare students for their future, we provide a career day curriculum that is centered on the careers in which students have expressed interest. Students also attend an annual college fair. The school has a daily rewards program to recognize student achievement. In addition to incorporating academic and career planning the school also utilizes mentoring programs, resource persons, field trips, and community representatives. The school holds quarterly award ceremonies to recognize student achievement.

## 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](#)

Students that score level 1 or 2 on the FCAT are enrolled in intensive reading classes. Juniors and Seniors who have not met FCAT requirements or postsecondary requirements are enrolled in specific courses and are encouraged to take the ACT and/or SAT. Waivers are provided for students that qualify for free/reduced lunch. Cypress Run also offers the Postsecondary Education Readiness Test (PERT) and the PSAT on campus. These results are used to guide students academic and career plans. Project based learning is extensively used in high school classes. Throughout the year, the school website will inform parents of pertinent information. Students and parents can monitor academic progress by accessing grades daily through Pinnacle Viewer.

## 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:	30% (18 out of 59) of students will score a level 3 on the reading portion of the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (8 out of 59)	30% (18 out of 59)

#### 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	Teachers lack knowledge of the Close Reading Strategy and higher level questioning techniques.	Training, classroom modeling, observation, and feedback from on use of Close Reading strategies such as rereading, text coding, and directed note-taking.	Literacy Coach Assistant Principal Principal	Classroom walk-throughs Student work samples Test score analysis	BAT 1 & 2 FCAT 2.0 DAR FAIR Treasures Student work samples
2	Content area classrooms lacking the incorporation of literacy and or reading strategies into the curriculum.	The Literacy Coach will provide staff development to content area teachers on incorporating reading strategies into the curriculum.	Literacy Coach	Test score analysis Quality of student work will improve Test score analysis	BAT 1 & 2 Treasures FCAT 2.0 FORF DAR FAIR

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

#### Problem-Solving Process to Increase Student Achievement

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

2	N/A	N/A	N/A	N/A	N/A
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	15% (9 of 59) of students will score a level 4 or above on the reading portion of the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (3 out of 59)	15% (9 out of 59)

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 scoring level 4 are not receiving enough enrichment activities in content area classes.	Teachers will incorporate differentiated learning activities that promote critical thinking, research skills and extended learning opportunities.	Principal Assistant Principal	Test score analysis Classroom Walk-throughs	BAT 1 & 2 FCAT 2.0 Student Work
2	Teachers lack knowledge of the Close Reading Strategy and higher level questioning techniques.	Training, classroom modeling, observation, and feedback from on use of Close Reading strategies such as rereading, text coding, and directed note-taking.	Literacy Coach Assistant Principal Principal	Classroom walk-throughs Student work samples	Student work samples

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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



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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	50% (7 out of 13) of students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5 out of 13)	50% (7 out of 13)

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 made limited learning gains in the past because of attendance, grades, and behavior.	Students will receive small group skill and strategy instruction as well as reinforcement strategies through online resources.	Team Leaders Assistant Principal	Classroom Walk-through Data Chats	BAT 1 & 2 FCAT 2.0
2	Low performing students have had limited learning gains in the past due to poor attendance, grades, and behavior.	Students will be provided with Project Based learning lessons using technology.  Teachers will provide intensive skills and strategy instruction in small groups  A School-wide Rewards program will be implemented to improve student attendance, behavior and academic progress.  School-wide rewards program being implemented to address attendance and behavior.	Assistant Principal  Principal  Team Leaders  Behavior Specialist  Literacy coach.	Classroom Walk-throughs  Daily Rewards Database	FCAT 2.0 BAT 1 & 2 Daily Rewards Sheets and Database

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	50% of students in the lowest 25% will make learning gains on the reading portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3 out of 10)	50% (5 out of 10)

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 differentiated instruction to meet the needs of individual students as well as a limited understanding of how to integrate the NGSSS and Common Core State Standards into the curriculum.	Teachers will attend school-wide and District staff development/webinars on differentiating instruction and adding rigor and relevance to the curriculum.	Literacy Coach Assistant Principal Principal	Classroom Walk-throughs Participation in grade level PLC's	BAT 1 & 2 FCAT 2.0 Teacher made assessments
2	Low performing students have had limited learning gains in the past due to poor attendance, grades, and behavior.	Students will be provided with Project Based learning lessons using technology.  Teachers will provide intensive skills and strategy instruction in small groups  A School-wide Rewards program will be implemented to improve student attendance, behavior and academic progress.	Assistant Principal Principal Team Leaders Literacy Coach Behavior Specialist	Classroom Walk-throughs Daily Rewards database BASIS/Virtual Counselor	BAT 1 & 2 FCAT 2.0 Daily Rewards Sheets Pinnacle
3	Incorporating intensive strategy and skill instruction into the curriculum using high interest, diverse text that is relevant to all students.	Provide teachers with professional development.  Implement the I.D. Program in Reading classes.	Literacy Coach Assistant Principal Principal	Data Chats Classroom Walk-throughs Teacher lesson plans	BAT 1 & 2 FCAT 2.0 Student work I.D. Student journals

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 #					
	In 2011-12 18% of students were proficient in reading. Our AMO is to reduce the achievement gap by 50% over the next six years.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	25	32	39	45	52	
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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:	To increase the number of White, Black, Hispanic students not making AYP by 17% (9 out of 22), as indicated by the 2011 FCAT AYP Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (4 out of 22)	41% (9 out of 22)

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	Incorporating intensive strategy and skill instruction into the curriculum using high interest, diverse text that is relevant to all students.	Provide teachers with professional development.  Implement the I.D. Program in Reading classes.	Literacy Coach  Assistant Principal  Principal	Data Chats  Classroom Walk-throughs  Teacher lesson plans	BAT 1 & 2 FCAT 2.0 Student work I.D. Student journals
2					

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with Disabilities making adequate yearly progress (AYP) in reading will increase by 30% (10 out of 25)
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
1% (1 out of 25)			10% (8 out of 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	N/A	N/A	N/A	N/A	N/a

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	To increase the number of economically disadvantaged students making AYP by 11% (5 out of 16), as indicated by the 2011 FCAT AYP Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (3 out of 16)	30% (5 out of 16)

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	Incorporating intensive strategy and skill instruction into the curriculum using high interest, diverse text that is relevant to all students.	Provide teachers with district staff development on implementing the I.D. Program in Reading classes.	Literacy Coach Assistant Principal Principal	Data Chats Classroom Walk-throughs Teacher lesson plans	BAT 1 & 2 FCAT 2.0 Student work I.D. Student journals
2	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Close Reading	All grades and subjects	Literacy Coach District PD Team Leaders	School-wide	Webinars District Professional Development Early Release	Lesson Plans Classroom Walk-throughs	Literacy Coach Assistant Principal
Common Core Standards	All grade levels and subjects	Literacy Coach District PD Team Leaders	School-wide	District Professional Development Webinars Monthly staff development	Lesson Plans Classroom Walk-throughs	Assistant Principal Team Leaders Literacy Coach

Response to Intervention	All grades and subjects	ESE Specialist	School-wide	Planning day Quarterly training as needed	Classroom Observation RTI Database	ESE Specialist Counselors Behavior Specialist Principal
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Reading Budget:

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

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.		Due to our unique student population, this section is not applicable to our school.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:

Due to our unique student population, this section is not applicable to our school.

2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Due to our unique student population, this section is not applicable to our school.

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

*End of CELLA Goals*

## Elementary 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:	30% of students will score a level 3 on the mathematics portion of the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (6 out of 50)	30% (15 out of 50)

### 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 difficulty maintaining the mathematical concepts and skills as they matriculate to the next level.	Student needs will be identified at the beginning of year/inventory tests and other assessments  Implementation of differentiated instruction in small groups using data from item analysis.	Classroom Teacher Assistant Principal Team Leaders	The assessments will be analyzed and used to guide instruction.  Classroom Walk-throughs	FCAT 2.0 BAT 1 & 2 GO MATH Online assessments & Chapter Tests
2	Students are becoming disengaged due to the lack of hands-on activities and scientific experiments.	Teachers will incorporate interactive, hands-on activities into the lesson, to keep students actively engaged.	Classroom teacher Assistant Principal Principal	Teacher-made Assessments  Student Projects  Classroom Walk-throughs	Teacher-made Assessments  Science Kits  Student Projects
3	Teachers lack strategies to reinforce and remediate skills that have not been mastered.	Teachers will access Math lesson plans and computer based remediation, to aid in guiding instruction, through BEEP.	Assistant Principal Principal Team Leaders	The assessments will be analyzed and used to guide instruction.  Classroom walk-throughs	FCAT BAT 1 & 2 GO MATH Online assessments & Chapter Tests

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	To increase the level 4 and 5 proficiency in math by 20% (3 out of 12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 out of 12)	20% (3 out of 12)

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 scoring levels 4 & 5 are not challenged enough during math instruction.	Teachers will incorporate academic games, Smart Response and Khan Academy online resource to increase student engagement and provide enrichment activities.	Principal and Assistant Principal	Teacher observations Test score analysis	BAT 1 & 2 FCAT 2.0 Chapter Tests
2	Students are lacking enrichment material and activities to maintain their level of proficiency.	Teachers will receive professional development in the area of Science Enrichment.	Science contact Assistant Principal Principal	Classroom Walk-through	BAT 1 & 2 Hands on Science kits

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Due to our unique student population, this section is not applicable to our school.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers of level 2 and 3 students provide limited instruction that accelerate learning and maintain proficiency.	Students will be provided with Project Based learning lessons using technology.	Team Leaders and AP	Classroom walk through and Data Chats	BATS 1 & 2

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:	Due to our unique student population, this section is not applicable to our school.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Due to our unique student population, this section is not applicable to our school.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students in this subgroup often lack in real life problem solving skills.	Students will be given more real life problems to solve by the math teacher.	Administration	Classroom walk through	Monthly Data Chats
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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%.		Elementary School Mathematics Goal # In 2011-12 8% of students were proficient in Math. Our AMO is to reduce the achievement gap by 50% over the next six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	8%	25%	33%	40%	48%	

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing intervention to students using real life situations that promote critical thinking skills and the problem-solving process.	School-wide and district staff development/webinars on incorporating problem-solving techniques and critical thinking skills in real world tasks.  Professional Learning communities to share Best practices.	Team Leaders Principal Assistant Principal	Data Chats Classroom Walk-throughs Grade level PLC's	BAT 1 & 2 FCAT 2.0 teacher made assessments

End of Elementary School Mathematics Goals

## Middle School Mathematics Goals

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

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	
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mathematics. Mathematics Goal # 1a:	30% of students will score a level 3 on the mathematics portion of the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (6 out of 50)	30% (15 out of 50)

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 difficulty maintaining the mathematical concepts and skills as they matriculate to the next level.	Student needs will be identified at the beginning of year/inventory tests and other assessments  Implementation of differentiated instruction in small groups using data from item analysis.	Classroom Teacher Assistant Principal Team Leaders	The assessments will be analyzed and used to guide instruction.  Classroom Walk-throughs	FCAT 2.0 BAT 1 & 2 GO MATH Online assessments & Chapter Tests

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring levels 4 & 5 are not challenged enough during math instruction.	Teachers will incorporate academic games, Smart Response and Khan Academy online resource to increase student engagement and provide enrichment activities.	Principal and Assistant Principal	Teacher observations Test score analysis	BAT 1 & 2 FCAT 2.0 Chapter Tests

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	
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	Teachers of level 2 and 3 students provide limited instruction that accelerate learning and maintain proficiency.	Students will be provided with Project Based learning lessons using technology.	Team Leaders and AP	Classroom walk through and Data Chats	BATS 1 & 2

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:	
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Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:		Due to our unique student population, this section is not applicable to our school.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:		Due to our unique student population, this section is not applicable to our school.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this subgroup often lack in real life problem solving skills.	Students will be given more real life problems to solve by the math teacher.	Administration	Classroom walk through	Monthly Data Chats

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 # In 2011-12 8% of students were proficient in Math. Our AMO is to reduce the achievement gap by 50% over the next six years. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	8%	25%	33%	40%	48%	

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.		
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Mathematics Goal #5B:				
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 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
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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.		Due to our unique student population, this section is not applicable to our school.			
Mathematics Goal #5D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A



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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	
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	Providing intervention to students using real life situations that promote critical thinking skills and the problem-solving process.	School-wide and district staff development/webinars on incorporating problem-solving techniques and critical thinking skills in real world tasks.  Professional Learning communities to share Best practices.	Team Leaders Principal Assistant Principal	Data Chats Classroom Walk-throughs Grade level PLC's	BAT 1 & 2 FCAT 2.0 teacher made assessments

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:		Due to our unique student population, this section is not applicable to our school.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:		Due to our unique student population, this section is not applicable to our school.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

## 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:		To increase the level 3 proficiency in math by 10% (3 out of 12).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0%		25% (3 out of 12)			
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 are missing some essential Mathematical skills due to lack of consistent attendance and student engagement.	Teachers will use small group instruction to assess and modify curriculum to bridge the gaps in mathematical knowledge.  Teachers will use academic math games to keep students engaged.	Principal Assistant Principal Team Leader	Classroom Walk-throughs Monthly data chats	Quarterly Data Chats with students  Chapter/Skill Tests  End of Course Exam

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : <input type="text"/>					
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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra 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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	
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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	
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 subgroup:

3E. Economically Disadvantaged students not making	
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satisfactory progress in Algebra.	
Algebra Goal #3E:	
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	Providing intervention to students using real life situations that promote critical thinking skills and the problem-solving process.	School-wide and district staff development/webinars on incorporating problem-solving techniques and critical thinking skills in real world tasks.  Professional Learning communities to share Best practices.	Team Leaders Principal Assistant Principal	Data Chats Classroom Walk-throughs Grade level PLC's	BAT 1 & 2 FCAT 2.0 teacher made assessments

*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:	To increase the level 3 proficiency in math by 10% (3 out of 12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 out of 12)	25% (3 out of 12)

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 are missing some essential Mathematical skills due to lack of consistent attendance and student engagement.	Teachers will use small group instruction to assess and modify curriculum to bridge the gaps in mathematical knowledge.  Teachers will use academic math games to keep students engaged.	Principal Assistant Principal Team Leader	Classroom Walk-throughs Monthly data chats	Quarterly Data Chats with students  Chapter/Skill Tests  End of Course Exam

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				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Geometry Goal #

3A :

Baseline data 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"/>

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry 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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:				
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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:				
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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Providing intervention to students using real life situations that promote critical thinking skills and the problem-solving process.	School-wide and district staff development/webinars on incorporating problem-solving techniques and critical thinking skills in real world tasks.  Professional Learning communities to share Best practices.	Team Leaders Principal Assistant Principal	Data Chats Classroom Walk-throughs Grade level PLC's	BAT 1 & 2 FCAT 2.0 teacher made assessments

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
Common Core	All grades	Math Teachers Literacy Coach	Math teachers Grades 1-12	Early Release Planning Days Team Meetings	Teacher lesson plans Classroom Walk-throughs	Math Teachers Assistant Principal Principal
Online Mathematical resources for remediation and enrichment	All grades	Math Teacher Literacy Coach  Technology Specialist	Math teachers Grades 1-12	Early Release Planning Days Team Meetings	Sharing of Best Practices and Classroom Walk-throughs	Math Teachers Assistant Principal Principal

Mathematics Budget:

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

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:			Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are becoming disengaged due to the lack of hands-on activities and scientific experiments.	Teachers will incorporate interactive, hands-on activities into the lesson, to keep students actively engaged.	Classroom teacher Assistant Principal Principal	Teacher-made Assessments Student Projects Classroom Walk-throughs	Teacher-made Assessments Science Kits Student Projects
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal # 1b:			Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.			Due to our unique student population, this section is		

Science Goal #2a:	not applicable to our school.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are lacking enrichment material and activities to maintain their level of proficiency.	Teachers will receive professional development in the area of Science Enrichment.	Science contact Assistant Principal Principal	Classroom Walk-through	BAT 1 & 2 Hands on Science kits

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:			Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

## 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:			Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  Science Goal #2:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

## Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology.  Biology Goal #1:	Due to our unique student population, this section is not applicable to our school.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Underdeveloped processing skills that prevent students in the transfer and application of science concepts.	Teachers will use technology and meaningful projects/activities to link science skills to the real world:	Team Leader  Assistant Principal  Principal	Monitoring teachers' use of technology and science projects/activities/labs  Concept and Skill	Teacher-made Assessments  Projects  EOC Exam

1		- use of computer carts for virtual labs/projects - performing hands-on lab investigations - assigning and monitoring science projects		based Assessments
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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:				
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
Common Core Requirements	All grade level Science teachers	Science Teacher	All grade level Science teachers	Early Release Days Planning Days	Classroom Walk-throughs Teacher lesson plans	Principal Assistant Principal

Science Budget:

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

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:	To increase the percentage of students achieving proficiency in writing by 10% (6 out of 7)
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (5 out of 7)	81% (6 out of 7)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student's understanding of figurative language and writing process.	All students in grades 3-10 will be engaged in figurative language and will receive additional instruction on the writing process.	Teachers and AP	On-going progress monitoring	Quarterly Teacher-directed timed writing assessments/monthly writing prompts
2	Weak logical organizational pattern with supporting details	Teachers will acquire the instructional skill/strategy to teach the writing process and its attributes. Students will utilize the all phases of the writing process to create substantial, specific, and relevant details in various writing situations.	Classroom Teachers, Assistant Principal, and Principal	Comprehensive Standard-based Writing Instruction Six Traits Writing Across the Curriculum Critical Reading-Writing Connection Integrated vocabulary, grammar, conventional usage/mechanics Administrator/teacher data chats and teacher/student data chats	Benchmark Assessment Tests in September and November 2012  Quarterly Teacher-directed timed writing assessments/monthly writing prompts
	Inadequate use of argumentative techniques	Teachers will acquire the instructional skill/strategy to teach the students argumentative writing	Classroom Teachers Literacy Team Assistant Principal	Comprehensive Standard-based Writing Instruction Six Traits Writing Across the	Benchmark Assessment Tests in September and November 2012

3	techniques. Students will create writing various samples using argumentative techniques (e.g., , emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking)	Principal	Curriculum Program Critical Reading-Writing Connection Integrated vocabulary, grammar, conventional usage/mechanics Administrator/teacher data chats and teacher/student data chats	Quarterly Teacher-directed timed writing assessments/monthly writing prompts
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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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Language Arts PLC	4th, 8th and 10th grade English	English Teacher	All English, Science, Social Studies and Reading teachers	Team Meetings Early Release Planning Days	Classroom Walk-throughs  Teacher lesson plans	Assistant Principal  Principal

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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Writing Goals

## Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Underdeveloped processing skills that prevent students in the transfer and application of science concepts.	Teachers will use technology and meaningful projects/activities to link science skills to the real world:  -use of computer carts for virtual labs/projects  -performing hands-on lab investigations  -assigning and monitoring science projects	Team Leader Assistant Principal Principal	Monitoring teachers' use of technology and science projects/activities/labs  Concept and Skill based Assessments	Teacher-made Assessments Projects EOC Exam

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:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
			<b>Grand Total: \$0.00</b>



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

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher knowledge of content covered by the new EOC requirement	Training. Close Reading strategies in content are classes such as rereading, text coding, and directed note-taking.	Assistant Principal	Classroom Walk-throughs EOC Results	Teacher-made assessments Civics EOC

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:	
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
			<b>Grand Total: \$0.00</b>

*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:	To increase the attendance rate by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate for the 2011-12 school year was 68%.	To increase the attendance rate for the 2012-13 school year to 78%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
162 students	146 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

0					
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	School lacks school to home communication.	Social Worker/ Family Counselor will conduct home-visit and make the proper referral for services.	Family Counselor	The Social Worker/Family Counselor will monitor the recommendations and follow through of the student's proper placement in their home environments	Response to Intervention Team
2	School needs an effective approach to deter student from substance abuse.	Students will be referred to substance abuse counseling and a referral will be made to the family counselor.	Family Counselor	The Social Worker/Family Counselor will monitor the recommendations and follow through of the student's proper placement in their home environments.	Response to Intervention Team

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

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	To decrease our suspension rate by 20% in 2011-2012 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
353	282
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
68	54
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
160	128
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
61	49

### 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 following discipline plan  School has difficulty motivating and encouraging students to stay in school.	To have daily conflict mediation on school rules and procedures Students will be referred to substance abuse counseling and a referral will be made to the family counselor. Response to Intervention Team.	AP Behavior Specialist, Family Counselor	DMS The Response to Intervention Team will develop and monitor the progress of the student's participation in substance abuse counseling.	TERMS & SMS School Management System database The Response to Intervention Team will develop and monitor the progress of the student's participation in substance abuse counseling.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	To decrease our dropout rate to zero for the 2012-2013 school year.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

2% (2 out of 86)	1% (1 out of 86)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need positive interaction with adult figures.	Principal will implements a school-wide mentoring program.  Faculty volunteers will be trained by on-site Family Counselor and participate in weekly team meetings reviewing students' behavior infractions and sharing in effective behavioral strategies.  Students who participate in the Mentoring Program will be given incentives for their participation.	Assistant Principal	Mentors will be responsible for monitoring students' grades and behavior.  Mentors will work directly with the Behavior Specialist using the Discipline Management System to identify behavioral infractions by students they are mentoring.	Terms Pinnacle (Grades) Basis/Virtual Counselor RTI
2	School needs a more effective substance abuse program to deter students from wanting to use drugs and alcohol.	Students will be referred to substance abuse counseling and a referral will be made to the family counselor.	Rosetta Mighty	The Family Counselor conducts counseling and monitors the students' participation in substance abuse counseling.	Response to Intervention Team (RTI)
3	Attendance interferes with academic progress	Refer students to RtI and develop an attendance contract for individual students. Create an incentive program for improving attendance	Principal, Assistant Principal	The Leadership Team and RtI Team will review attendance logs and attendance contracts for students' on a weekly basis.  The RtI Team will monitor the effectiveness of the incentive program.	Attendance Records, attendance logs, attendance contracts and incentive program. Pinnacle (Attendance)

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		In 2011, 10% of parents participated in decisions regarding their children's educational documentation as evidenced by attendance at parent meetings/conferences			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
10%		20%			
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 are not fully aware of materials available to them to support their student's academic progress.	Invite parents to a Parent Night (Fall & Spring). Periodic parent information sessions through Parent Link. Parent conferences. Quarterly Principal's Memo (Parent Link,	Teachers	Sign-in sheets	Teacher & parent 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
Staff Development for teachers in dealing with parents and guardians of "high risk" students.	All grade levels and subjects	District Resource Administration Counselors	School-wide	Faculty Meetings Planning Days	Parent Conference participation Parent contact records	Administration Counselors

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	By May 2013, at least 70% (42) of students in all subgroups will actively participate in integrated math, science, and technology curriculum for the purpose of pursuing careers.
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 background knowledge	Expose students to STEM related fields through everyday instruction and current events, teacher created science projects, labs and hands-on activities.	Science Teachers	Rubrics, labs, inquiry and project reports, checkpoint review activities and teacher lesson plans	Lab reports Class projects
2	Inadequate problem solving skills	Teachers will embed instruction in relevant contexts and demonstrate problem solving techniques.	Science Teachers	Problem based learning Utilizing project based learning	Class projects Teacher created assessments Classroom Walk-throughs
3	Lack of understanding of mathematical terminologies	Teachers will infuse vocabulary strategies during mathematics instruction to enhance comprehension.	Math Teachers Science Teachers	Problem base learning Utilizing project based learning	Class projects Teacher created assessments Classroom Walk-throughs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Process and Practices	All grade levels Math, Science and Technology	Math Teachers Science Teachers Technology Specialist	Math Teachers Science Teachers Vocational Teachers	Early Release Planning days Weekly team meetings	Classroom Walk-throughs Student Projects	Principal Assistant Principal

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

## 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:			By May 2013, implementation of technology-based curriculum initiatives will increase by 50%		
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 financial support from the district.	Title 1 funding and community partnerships.	Principal Assistant Principal Leadership Team Technology Specialist	Monitor impact technology is having on student engagement through classroom Walk-throughs and academic achievement	Observation
2	Lack of technology training available through the district.	Assembling a technology committee Technology Tuesday Staff Development school-wide	Technology Specialist Principal	Classroom Walk-throughs to monitor -Use of iPads for current events and research -Computers for online textbooks	Observation

## 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
Technology Tuesdays Staff Development	All grade levels and subjects	Technology Specialist	School-wide	Bi-weekly Staff Development	Classroom Walk-throughs to monitor -Use of iPads for current events and research -Computers for online textbooks	Technology Specialist Assistant Principal Principal

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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of CTE Goal(s)

## Additional Goal(s)

N/A 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. N/A Goal N/A Goal #1:		N/A		
2012 Current level:		2013 Expected level:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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						

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 N/A Goal(s)

# FINAL BUDGET

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> 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 10/19/2012)

## 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

The School Advisory Council meets monthly and is composed of the principal, teachers, educational support personnel, parents, students, local business representatives, and community members. The primary objectives of the SAC are to help identify school needs and recommend a plan of action. SAC responsibilities include:

- facilitating the development of the School Improvement Plan (SIP)
- monitoring the implementation of the SIP
- evaluating the effectiveness of the SIP
- making recommendations as to the alignment of instructional staffing and instructional materials to support the SIP
- deciding how to best spend School Accountability Funds
- informing "stakeholders" about school-wide initiatives and procedures
- creating academic and behavioral goals for the 2013-2014 school year

## 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