

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
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Florida Department of Education
325 West Gaines Street
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School Name: BELIEVERS ACADEMY

District Name: Palm Beach

Principal: Lori Dyer

SAC Chair: Melissa Smith

Superintendent: Arthur Johnson

Date of School Board Approval: December 2012

Last Modified on: 9/21/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Lori Dyer	B.A. Science in Sport Sciences Masters Educational Leadership	6	6	2 years of meeting AYP, 100% of students were proficient in reading, math and writing on the FAA, Job Placement Rates 75%, with 25 students graduating.
Assis Principal	Mark Manners	B.S. Exceptional Education	6	6	4 Annual Audits with No Findings (Perfect Financial Audits)

INSTRUCTIONAL COACHES

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

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide
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Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Encourage in-district and out of district professional development	Lori Dyer	Ongoing	
2	Offer staff development trainings on site	Lori Dyer	Ongoing	
3	Support continuing education through financial assistance (tuition reimbursement) for various opportunities (as funds are allocated).	Lori Dyer	Ongoing	
4	Partner new teachers with veteran teachers	Lori Dyer	Ongoing	
5	Soliciting referral from current employees, college educational networks	Lori Dyer	ongoing	This is an ongoing avenue of networking for our school and its future.
6	Improve teaching skills within evaluation domains using Marzano's Training Libraries	Lori Dyer	Ongoing	
7	Common Planning Meetings (Data analysis, cross-curricular planning, collaboration with other teachers)	Lori Dyer	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
7	0.0%(0)	42.9%(3)	28.6%(2)	28.6%(2)	28.6%(2)	100.0%(7)	0.0%(0)	0.0%(0)	0.0%(0)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Allyson Dinin	Anthony Hathaway	Reading Specialist with new special education	Common Planning Time and Data Analysis Meetings

		Language Arts Teacher	
Lori Dyer	Michael Kelley	Data driven decision making	Data Analysis Meetings
Michael Kelley	Spencer Marshall	First Year Teacher, Data Driven Lesson planning	Common Planning
Kelly Allen	Anthony Hathaway, Allyson Dinin, Lisa Hess, Spencer Marshall, Michael Kelley, Tom Amenita	ESE Coordinator	ESE Trainings, Behavioral Support

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

Title I funding will be used to ensure that the students requiring additional remediation are assisted through one-on-one phonographix and reading comprehension tutoring to develop their reading skills. Our Teachers will develop their differentiated instructional skills to meet all learners needs while still meeting high expectations. Believers Academy will be implementing Parent Training Nights throughout the school year. The following topics will be the focus of trainings throughout the school year: Helping your child pave their road to Graduation (which covers all aspects of our vocational program. Additionally, we are asking parents to pick a topic and become involved by volunteering in our classrooms and our education opportunities throughout the community.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

Believers Academy contracts with the school district for these services as such receive no direct funding.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

IDEA Funding is used to supplement the ESE FTE Funding to provide additional services for our student population.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Believers Academy serves all students who have previously been identified as ESE prior to entrance into the school. Even though the RTI process does not apply in same context or nature as it was intended to at schools; our RTI team would be the same as an IEP team that is developed according to IDEA requirements to determine eligibility.

The school based RtI Leadership Team is comprised of the following members: Principal, Operations Director, Area Resource Teacher, reading teacher, math teacher, life coach and school psychologists (when law requires).

The principal provides a common vision for the use of data based decision making to ensure:

- * a sound, effective academic program is in place
- * a process to address and monitor subsequent needs is created
- * the School Based Team (SBT) is implementing RtI processes
- * assessment of RtI skills of school staff is conducted
- * fidelity of implementation of intervention support is documented
- * adequate professional development to support RtI implementation is provided
- * effective communication with parents regarding school based RtI plans and activities occurs.

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?

Due to the fact that our student are already identified as ESE and we are looking to service their needs that have already met the criteria for which the RtI process has been implemented to serve a remediation tool for, it really does not apply.

However, our school-based Team meets regularly to review diagnostic data, behavior intervention plans, informal assessment results and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining and addressing PD needs the team will identify students who are not meeting identified academic targets with appropriate accommodation and modifications.

The team then implements a process that mirrors the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (these are documented in the student Individual Education Plan) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings.

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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?

Members of the Team are on the School Advisory Council (SAC) and will help develop the SY12 SIP. Utilizing the previous year's data, and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- SRI & RAPS 360 scores and the lowest 25%
- AYP and subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

Principal will identify what the RTI Process consists of if the school were to ever need to utilize it.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data:

Florida Alternate Assessment Test (FAA)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
STAR Math
Criterion
FLRT
RAPS 360
My Reading Coach
Scholastic Reading Inventory (SRI)
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN's WAM)
Office Discipline Referrals
Retentions
Absences

Midyear data:

Scholastic Reading Inventory (SRI)
RAPS 360
Progress Monitoring and Reporting Network (PMRN)

End of year data:

Florida Alternate Assessment Test (FAA)
STAR Math
Criteria
Scholastic Reading Inventory (SRI)
My Reading Coach
RAPS 360
FLRT
Progress Monitoring and Reporting Network (PMRN's WAM)

Describe the plan to train staff on MTSS.

The Team will be provided in-service; these in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support (PBIS)
- data-based decision-making to drive instruction
- progress monitoring

-selection and availability of research-based interventions
-tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Believers Academy does not have a LLT as we only have one reading teacher. However, there are data meetings that transpire with the reading and english departments on a monthly basis.

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

N/A

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

N/A

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

On a monthly basis, the Principals will review lesson plans and instructional focus calendars. Our Career Program teaches 44 different careers and each career is aligned with the SSS reading standards. Additionally, our Daily Living Course is aligned with the reading instructional focus as a result of our monthly departmental meetings.

*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?

Believers Academy integrates all subject area benchmarks through learning team meetings with the entire instructional staff, offering support for all instructors to incorporate these benchmarks throughout the entire school curriculum.

- Explain elective courses that are offered to students for future employment or job skill training.
- The school offers students elective courses in job prep, career education, job exploration and job placement. Many of these courses focus career exploration, developing employment soft skills, hands-on skill trades and offer internships.

- Explain school-wide instructional initiatives or programmatic initiatives that ensure content relates to students' everyday experiences.

A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events and relate to the student future.

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

In the 2011-2012 school year, Believers Academy will be offering two career preparation and education courses as means of offering a very large overview of trades and careers. Two job coaches will assist students with all the steps necessary toward obtaining internships and employment. An ESE certified life skills instructor will assure that students are meeting the Option 2 diploma criteria through life and career management curriculum. A life coach will work intensely with truant students, as well as teach students practical life skills that will assist them with independent living.

- Describe the courses that are offered to students outside the core and required curriculum.

The school offers students elective courses in job prep, career education, job exploration and job placement. Many of these courses focus career exploration, developing employment soft skills, hands-on skill trades and offer internships.

- How are students encouraged to select these classes?

Every year, students are exposed to a minimum of 20 different careers through our job prep and career education courses. In addition, students and parents are encouraged to use the CHOICES program provided by the Florida Department of Education to continue their education on various careers. Students are also provided job shadowing, internships and job placement in various careers in which they choose to explore.

- How do students select elective courses?

Students complete a survey to measure ability, aptitude, and interest levels. This helps guide them in a direction in which they will be successful. Additionally, at the beginning of each academic year they are allowed to pick from 64 various careers which ones they would like to learn more about, and these careers are taught to them in their job prep and career education courses (Using Project Discovery which each career is aligned with the SSS for Language Arts, Math and Science). Job Coaches hold interviews to place students in job shadowing, internships and job placements opportunities. Students have the ability to apply for additional positions or change positions.

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](#)

Transition IEP's are developed annually to address the transition towards graduation and life after graduation. Students work with Believers Academy Staff and their parents on Choices which is a state run career exploration program. Additionally students are enrolled in a research-based and validated career program (Project Discovery) Believers Academy's vocational program encompasses career and academic planning. Each student participates in a hands-on job placement either classified as job shadowing, career preparation or career placement. Students are also provided an opportunity and are encouraged to explore postsecondary education options. Our Life Coach, Job Coaches and Daily Living Skills Teachers collaboratively work with our student to ensure that full time employment and post-secondary goals (stated in the students' IEP's) are able to be obtained.

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:	Due to the nature of our school and the diploma options, all our students are currently taking the FAA in lieu of FCAT except for one student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of our students who took the FCAT were proficient	Continue 100% proficiency

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	Attendance and complications due to their diagnosed disabilities that limits retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance reports, report cards	RAPS 360, FLRT, My Reading Coach, SRI, WAM, Mastery Test Data, FAA
2	Individual deficits in phonics and fluency	15-30 minutes of intensive one-on-one individualized instruction with a researched based program.	Teachers/Administration	Assessment Results, and performance reports from the program	FLRT, My Reading Coach and RAPS 360
3	Students not identified as IND but exhibiting Cognitive Deficits and taking FAA; due to SDPBC not meeting the 1% rule our scores are dropped	remediate academic skills to level where the FCAT is a more appropriate assessment	Teachers/Administration	Assessment results, AYP	AYP, FLRT, My Reading Coach, SRI, RAPS 360

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:	100% of proficiency in reading on FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% of students at 4,5,6 levels 2 students performed at Level 5 7 students performed at Level 7 9 Students performed at level 8 30 students performed at level 9	All Students will either increase their total score or maintain their level of proficiency

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	Effects of disability	Differentiated Instruction, multi-sensory instruction, Pull-out reading instruction, increase use of technology	Teachers, Admin	Data analysis of standard assessments	SRI, Curriculum Based Assessments,
2	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance reports, report cards	SRI, WAM, Mastery Test Data, FAA
3	complications due to their diagnosed disabilities that limits retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance reports, report cards	SRI, WAM, Mastery Test Data, FAA, Tutoring, Fluency Checks
4	Individual deficits in phonics and fluency	30-60 minutes of intensive one-on-one individualized instruction with a researched based program.	Teachers/Administration	Assessment Results, and performance reports from the program	SRA Corrective Reading - Decoding, Ravenscourt
5	Students not identified as IND but exhibiting Cognitive Deficits and taking FAA; due to SDPBC not meeting the 1% rule our scores are dropped	remediate academic skills to level where the FCAT is a more appropriate assessment	Teachers/Administration	Assessment results, AYP	SRI, Mastery Tests, Mini Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Due to the nature of our school and the diploma options, all our students are currently taking the FAA in lieu of FCAT except for one student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Only one student took the FCAT and 0% scored 4 or above in reading	100% proficiency at a level 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling,	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance reports, report cards	RAPS 360, FLRT, My Reading Coach, SRI, WAM, Mastery Test Data, FAA

		home visits, parent involvement trainings			
2	Students not identified as IND but exhibiting Cognitive Deficits and taking FAA; due to SDPBC not meeting the 1% rule our scores are dropped	remediate academic skills to level where the FCAT is a more appropriate assessment	Teachers/Administration	Assessment results, AYP	AYP, FLRT, My Reading Coach, SRI, RAPS 360

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:	95% of our students performing above level 7
2012 Current Level of Performance:	2013 Expected Level of Performance:
46 out of 48 students assessed were are a level 7 or higher, 96%.	95% proficient at 7 or above

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	Attendance, effects of disabilities,	Differentiated Instruction, Standard Mastery Tests, Instructional Technology, Pull-out reading instruction	Teachers, Admin	Data analysis Meetings	SRI, standards assessments, 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Due to the nature of our school and the diploma options, all our students are currently taking the FAA in lieu of FCAT except for one student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
we only have one student that took the FCAT and there were no learning gains established	Increase our one student from a level 3 to level 4 in reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance; effects of disability, judication	Objective Mastery, looping of skills, differentiated instructional strategies to increase retention	Teachers and Principal	Data Analysis Meetings	SRI, Mastery Tests, WAM, , My Reading Coach
	Attendance and complications due to their diagnosed disabilities that limits	Differentiated Instruction, Looping Instruction; requiring and documenting skill	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance	SRI, WAM, Mastery Test Data, FAA, Diagnostics

2	retention	mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	reports, report cards
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	25% of our population will demonstrate learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% of our students demonstrated learning gains on the FAA	25% of our population to demonstrate learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effects of Disability, Attendance,	Differentiated Instruction, Instructional Technology, pull-out reading instruction,	Teachers, Admin	Common Planning & Data analysis	SRI, FAIR, FAA
2	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance reports, report cards	SRI, WAM, Mastery Test Data, FAA
3	ability to practice acquired skills beyond the classroom	Google Site and internet based instructional activities	Teacher, Students	Common Planning meetings & Data analysis	SRI, WAM, Mastery Tests, FAA

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:	Due to the nature of our school and the diploma options, all our students are currently taking the FAA in lieu of FCAT except for one student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
We did not have any lowest 25%	Our lowest 25% would be our only student, there increasing from a level 3 to a 4 is the 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
	Attendance and complications due to	Differentiated Instruction, Looping	Teacher/Administration	Assessments informal and formal, data	RAPS 360, FLRT, My Reading

1	their diagnosed disabilities that limit retention	Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings		meetings, Mastery Tests, attendance reports, report cards	Coach, SRI, WAM, Mastery Test Data, FAA
2	Students not identified as IND but exhibiting Cognitive Deficits and taking FAA; due to SDPBC not meeting the 1% rule our scores are dropped	remediate academic skills to level where the FCAT is a more appropriate	Teachers/Administration	Assessment results, AYP	SRI, WAM, Diagnostics
3	Comprehension deficits, effects of disabilities, attendance	repetition and looping of strategies	Teachers, tutors	Data Analysis, Common Planning time meetings	SRI, WAM, Mastery Test Data, Diagnostics

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 # 5A : <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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% proficient across all ethnic backgrounds	Continue 100% proficiency

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	Attendance, cultural differences	Increase Technology use for students and parents,	Teachers, Admin	data analysis meetings	SRI, FAST MATH, FAIR assessments, FAA, Surveys
2	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiat Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance reports, report cards	SRI, WAM, Mastery Test Data, FAA
	Students not identified as IND but exhibiting	remediate academic skills to level where the	Teachers/Administration	Assessment results, AYP	SRI, WAM, Diagnostics

3	Cognitive Deficits and taking FAA; due to SDPBC not meeting the 1% rule our scores are dropped	FCAT is a more appropriate assessment		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	We do not have any ELL Students enrolled
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	100% of our students taking the test (1 student) are students with disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% proficient across all SWD	Continue 100% proficiency

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	Effects of disabilities, attendance, judicial issues, parent involvement	differentiated instruction, instructional technology, multi-sensory instruction	Teachers, Admin	Data Analysis meetings	FAIR, SRI, STAR MATH, FAA
2	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiat Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance reports, report cards	SRI, WAM, Mastery Test Data,
	Students not identified as IND but exhibiting	remediate academic skills to level where the	Teachers/Administration	Assessment results, AYP	SRI, WAM, Mastery Test

3	Cognitive Deficits and taking FAA; due to SDPBC not meeting the 1% rule our scores are dropped	FCAT is a more appropriate assessment			Data,
4	Significant Phonics deficits, cognitive deficits, attendance	one-on-one tutoring using research based programs	Teachers, tutors	Data Analysis, Common Planning time meetings	SRI, WAM, Mastery Test Data,

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	100% of our students are proficient
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% proficient across socio-economic classifications	Continue 100% proficiency

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	Attendance, transportation, judicial issues, parent involvement	Increase instructional technologies, google sites, attendance incentives, parent volunteers	Teachers Admin	Data Analysis Meetings	FAA, SRI, FAIR, STAR MATH
2	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiat Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance reports, report cards	SRI, WAM, Mastery Test Data,
3	Students not identified as IND but exhibiting Cognitive Deficits and taking FAA; due to SDPBC not meeting the 1% rule our scores are dropped	remediate academic skills to level where the FCAT is a more appropriate assessment	Teachers/Administration	Assessment results, AYP	SRI, WAM, Mastery Test Data,

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Driven Instruction	9-12	Admin	Teachers	August - May	Common Planning Time and Data Analysis	Admin
Title I						

Webinars, breeze trainings, vodcasts, Title chats	9-12	District Staff	Admin	Aug-May	Title I Monthly meetings	District
Marzano's Instructional Strategies Domain I	9-12	Admin	Teachers	Sept-May	Marzano activities, Assessment results, data analysis	Admin
SRI - Direct Instructional Training	9-12	SRA McGraw-Hill Training	Tutor	August	Observations, Mastery Tests, Assessment results	Admin
Educational Technology Training - Google Training	9-12	Contractor	Teachers, Admin	July	Google Site Presentations, Lesson Plans	Admin

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Direct Instruction - one-on-one to small group instruction	Title I	\$5,620.00
			Subtotal: \$5,620.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase instructional delivery, practice and knowledge and student ability to access content through technology	vizio tables	Title I	\$8,505.00
			Subtotal: \$8,505.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Educational Instructional Technology	Google Training	Title I	\$983.18
			Subtotal: \$983.18
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$15,108.18

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	We do not have any ELL students enrolled at Believers
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:	N/A
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:	N/A
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

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:	Use standard driven lessons and skill tracking to ensure mathematical gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% of the students (3) scored within levels 4,5, and 6 in mathematics	3% of the students score within the 4-6 levels in mathematics

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	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation	Teacher/Administration	Assessments informal and formal, data meetings, objective mastery summaries	STAR Math Assessments, Objective Mastery Data, FAA

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:	use standard driven instruction and skill tracking to ensure proficiency and academic gains of 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% of our students (45) were at or above level 7	96% of the students will be at level 7 or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation	Teacher/Administration	Assessments informal and formal, data meetings, objective mastery summaries	STAR Math Assessments, Objective Mastery Data, FAA

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:	15% of our student will make learning gains
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
12% of our students (6) nmade learning gains			15% of students will make learning gains		
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation	Teacher/Administration	Assessments informal and formal, data meetings, objective mastery summaries	STAR Math Assessments, Ojective Mastery Data, FAA

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:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to I ncrease 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. 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 I ncrease 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
1	Attendance, cultural differences	Increase Technology use for students and parents,	Teachers, Admin	data analysis meetings	SRI, FAST MATH, FAIR assessments, FAA, Surveys

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	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
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:

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
1	Effects of disabilities, attendance, judicial issues, parent involvement	differentiated instruction, instructional technology, multi-sensory instruction	Teachers, Admin	Data Analysis meetings	FAIR, SRI, STAR MATH, FAA

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 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	Attendance, transportation, judicial issues, parent involvement	Increase instructional technologies, google sites, attendance incentives, parent volunteers	Teachers Admin	Data Analysis Meetings	FAA, SRI, FAIR, STAR MATH

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	
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Geometry.				
Geometry Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in 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 : <input type="text"/>			
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.				
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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
1	Attendance, cultural differences	Increase Technology use for students and parents,	Teachers, Admin	data analysis meetings	SRI, FAST MATH, FAIR assessments, FAA, Surveys

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
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:					
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
1	Effects of disabilities, attendance, judicial issues, parent	differentiated instruction, instructional	Teachers, Admin	Data Analysis meetings	FAIR, SRI, STAR MATH, FAA

involvement	technology, multi-sensory instruction		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, transportation, judicial issues, parent involvement	Increase instructional technologies, google sites, attendance incentives, parent volunteers	Teachers Admin	Data Analysis Meetings	FAA, SRI, FAIR, STAR MATH

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
Data Analysis	9-12	Admin	Teachers	August - May	Common Planning Meetings & Assessments	Admin
web 2.0 tools	9-12	Admin	Math Teacher	LTM's	Lesson Plans & Data Binders	Admin
Marzano's Instructional Strategies Domain I	9-12	Administration & Marzano Videos	Teachers	LTM's & Common Planning Sept - May	Marzano activities, Assessment results, data analysis	Admin

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Looping and Differentiated Instruction that is individualized	Renaissance Math Program	FEFP	\$1,849.80
			Subtotal: \$1,849.80
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
Increase access to instructional content and communication between family and school	Google Training	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,849.80

End of Mathematics Goals

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.		Using project discovery to ensure students will score at level 7 or higher on the FAA			
Science Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% of the student scored at levels 4-6		0% of the student will score at levels 4-6			
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	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance reports, report cards	Pre-Post Tests, Work Performance Benchmarks, FAA

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.	100% of the students will ascertain science skills at a level 7 or higher
Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of the students (12) scored a level 7 or higher	100% of the students will score a level 7 or higher

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance reports, report cards	Pre-Post Tests, Work Performance Benchmarks, FAA

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 the nature of our school and the diploma options, all our students are currently taking the FAA in lieu of FCAT. Therefore our data and goals will be based on the information given to us from the FLDOE pertaining to the FAA. There is no current means to disaggregate the data to further educate our instructors on how to eliminate areas of weakness.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The FAA measures on a 1-9 Performance Level System (9 being the highest and anything above 4 is considered proficient). 100% proficient on the Science Portion with 2 scoring 7, 5 students scoring 8, eleven scoring 9	Continue 100% proficiency

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	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Administration	Assessments informal and formal, data meetings, Mastery Tests, attendance reports, report cards	Pre-Post Tests, Work Performance Benchmarks, FAA

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
Project Discovery Training	9-12	Lori Dyer	Career Education Teachers	October	Pre-post Tests Results & FAA	Admin
Marzano's Instructional Strategies Domain I	9-12	Administration & Marzano Videos	Teachers	Sept - June	Marzano activities, Assessment results, data analysis	Admin

Science Budget:

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

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:	Due to the unique nature of our school and the graduation requirements of our student population, our students do not take the FCAT Writing.
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	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Administration	Assessments informal and formal, data meetings, criterion reports, attendance reports, report cards	Criterion, FAA, WAM

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:	Students will use the skills from reasoning and writing to achieve 100% proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of our students (20) scored at a level 4 or higher	100% of our students will score at a level 4 or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance and complications due to their diagnosed disabilities that limit retention	Differentiated Instruction, Looping Instruction; requiring and documenting skill mastery; repetition and differentiation, working with outside agencies, Life Coach Counseling, home visits, parent involvement trainings	Teacher/Principal	Assessments informal and formal, data meetings, objective mastery summaries, attendance reports, report cards	Criterion, WAM and Mastery Tests

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	9-12	Admin	Teachers/Admin	August - May	Common Planning Meetings, class grouping,	Admin
Diffentiated Instruction and Effective Teaching Strategies (Marzano)	9-12	Marzano Videos & Admin/Teachers	Teachers	Aug-May	Evaluations, Activities in Workbook, lesson plans	PLC Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction, data driven instruction, 6 traits writing strategies	computer based writing program to analyze 6 traits of writing	FEFP	\$300.00
			Subtotal: \$300.00
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
Marzano Instructional Designs	Scientifically research based instructional strategies	FEFP	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$450.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal # 1:	Due to the unique nature of our school and the graduation requirements of our student population, our students do not take U.S. History.
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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

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
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		Attendance adversely effects students progress in all academic areas and ultimately has a negative impact on our graduation rate.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
12.6% School-wide percentages		Decrease the students with excessive absences by 4%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
11-15 absences = 8% (6) 16-20 absences = 5% (4) Over 20 absences - 43% (33)		Decrease the students with excessive absences by 4%.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
No Data available		No Data Available			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Judication, health issues, lack of family involment	Love & Logic training for parents, home visits, use of Life Coach to increase family involvement	Teachers, Administration and Life Coach	Data Analysis at the end of terms	EDW and Terms Data

2	Bussing, judication, lack of family support, appointments with resource agencies, motivation	Incentives: job placement, attendance and training celebrations, individual meetings	Vocational Staff, ESE Coordinator, Head Secretary, staff	Job Placement Data, Attendance	EDW and Term and Vocational Department data.
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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:	Due to the nature of the school and unique nature of the discipline; suspensions are not used is a last resort or for issues that are required by Discipline Matrix

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0%	0%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0 students	0 Students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
24 Out of School Suspensions, 20 students received OSS out of 104 students with 3 students being repeat offenders.	Reduce the number of students receiving OSS by at least 5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Actual Number of Students Suspended was 20, which was an increase from the previous year.	Less than 15 Students suspended

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	Illegal Activities	Love & Logic, Student conferences, Life Coaches, parent conferences, peer mediations, Century 21 learning, CHAMPS	Teachers, Admin and Life Coach	Data Analysis	Terms and EDW
2	Drug Use	Educational Assemblies and instruction on the topics	Teacher, life coach	Number of drug incidents in and out of school	Terms and arrest records

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

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

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

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		Due to the nature of our school, a majority of our student have dropped out or have the desire to drop-out. These students are working towards their Option 2 diploma and are ESE students that have or will exceed the four years allotted to count towards the graduation rate. Therefore we do not have a Drop-out rate.			
Dropout Prevention Goal #1:					
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
36.2%		reduce the drop out rate by 10%			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
FLDOE does not count Option 2 Diploma in the graduation rate therefore we do not have one		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	Incarceration, Homeless Students, Lack of Child care, poor academics, peer pressures, pregnancies	High interest Career Training, On the job training programs, work programs, intensive remediation skills in core academics	Vocational Staff, Teachers	Graduation Rate, Vocational Monitoring Forms, Job Placement data. achievement data	Graduates , achievement data

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

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

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

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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Parent Involvement in the past has been quite difficult due to the nature of our student population and their lack of success in the school system for many years.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

During 2011-2012 School year we had 65% Parent Involvement Average			To increase parent involvement 5%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Personal Schedules, Transportation, apathy, Negative perceptions of system	Home Visits, One-on-one Orientation Meetings, Parent Contacts (min 2/term), Parent Trainings, Student Council Meetings	Teachers, Admin, Life Coach, Parent	Parent Involvement Attendance, Presentation Evaluations, Parents Surveys	Survey and Parent Involvement %
2	Personal Schedules, Transportation, apathy, Negative perceptions of system, intimidation	Case Managers for each student, Parent Liasons, Parent Nights, parental evaluations, parent compact and parent involvement plans	Parent Liason	Presentation Surveys and Parent Annual Evaluations, Compacts and involvement plans	Surveys, Title I Parent Compact, Title I Parent Involvement Plan
3	Parents not knowing, phones being turned off, busy personal schedules, forgetting	Robo calls reminding parents of upcoming events, Newsletters posting upcoming and current happenings, websites with important information, flyers being sent home with students	Admin	Participation in events	Average number of parents that participate throughout the school year
4	Not understanding assessment result content	Assessment Results are sent home to parents twice a year and explanation of assessment results are provided at IEP meetings as well as in the content being sent home.	Admin and Teachers	Parent Survey	Survey
5	Student getting fired or taking personal issues out on corporate partners, parents too busy to volunteer	One-on-One meetings weekly with corporate partners nad vocational placements, parent sign-ups for volunteer work, using professional within the community to speak to students about specific topics, community based field trips	VIPS Coordinator and Vocational Staff	VIPS logins, student, corporate partner and parent feedback	survey and Vocational Monitoring Forms and Corporate Partnership agreements
6	Personal Schedules, Transportation, apathy, Negative perceptions of system	Parent Title I Annual Meetings, Parent Policy Plan and Parent Compact	Title I Coordinator	Agenda and sign-in sheets, Parent Policy Plan and Compact	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
No Data Submitted						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:			Due to the unique nature of our school and the graduation requirements of our student population, our students do not take the STEM		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE CTE Goal #1:		Due to the unique nature of our school and the graduation requirements of our student population, our students do not take CTE		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring	Direct Instruction - one-on-one to small group instruction	Title I	\$5,620.00
Mathematics	Looping and Differentiated Instruction that is individualized	Renaissance Math Program	FEFP	\$1,849.80
Writing	Differentiated Instruction, data driven instruction, 6 traits writing strategies	computer based writing program to analyze 6 traits of writing	FEFP	\$300.00
				Subtotal: \$7,769.80
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase instructional delivery, practice and knowledge and student ability to access content through technology	vizio tables	Title I	\$8,505.00
				Subtotal: \$8,505.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Educational Instructional Technology	Google Training	Title I	\$983.18
Mathematics	Increase access to instructional content and communication between family and school	Google Training	Title I	\$0.00
Writing	Marzano Instructional Designs	Scientific research based instructional strategies	FEFP	\$150.00
				Subtotal: \$1,133.18
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: \$17,407.98

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input 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 9/21/2012)

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

Our current board of directors acts as our SAC Committee and they are the Governing Body of Believers Academy's entire operations (financial, academic, legal and accountability). Due to the unique nature of our school in order to meet the requirements set forth; we hold Student Council Meetings in which teachers, parents, students, administration and support staff all serve. These discussions, concerns and proposals are all brought to the board of directors attention at monthly meetings. The combination of the two committees are responsible for the developing parenting trainings, student activities, school improvement measures, community services activities, school policies and all other facets that pertain to the entire operations and success of the school.

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