

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
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: SOMERSET ACADEMY CHARTER HIGH (S HOMESTEAD)

District Name: Dade

Principal: Andreina Figueroa

SAC Chair: Ms. Victoria Ramos

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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	Dr. Cristina Cruz-Ortiz	Bachelors/Masters/ Doctorate Educational Leadership/ K-6 Elementary Ed/ Gifted/ ESOL Endorsed	3	8	School Year '12 '11 '10 '09 '08 School Grade NG A D A A AYP Y N N N High Stand. Rdg 42% 74% 61% 83% 67% High Stand. Math 64% 82% 54% 83% 64% Lrng Gains Rdg 68% 83% 50% 71% 67% Lrng Gains Math 70% 86% 45% 80% 69% Low 25 % Gains Rdg 68% 83% 50% 68% 61% Low 25% Gains Math 70% 100% 45% 67% 73%
Assis Principal	Layda Morales	Bachelors/Masters Educational Leadership / Early Childhood Ed	3	3	School Year '12 '11 '10 '09 '08 School Grade NG A D B A AYP Y N Y Y High Stand. Rdg 42% 74% 61% 86% 82% High Stand. Math 64% 82% 54% 87% 86% Lrng Gains Rdg 68% 83% 50% 80% 76% Lrng Gains Math 70% 86% 45% 63% 74% Low 25 % Gains Rdg 68% 83% 50% 76% 71% Low 25% Gains Math 70% 100% 45% 49% 78%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Beatriz Portugal	Bachelors/Masters Elementary K-6 / Clinical Supervision Certified/ Gifted Endorsed/ ESOL Endorsed/ Reading Endorsed	3	3	School Year '12 '11 '10 '09 '08 School Grade NG A D A A AYP Y N N N High Stand. Rdg 42% 74% 61% 76% 67% High Stand. Math 64% 82% 54% 72% 64% Lrng Gains Rdg 68% 83% 50% 73% 67% Lrng Gains Math 70% 86% 45% 66% 69% Low 25 % Gains Rdg 68% 83% 50% 67% 61% Low 25% Gains Math 70% 100% 45% 63% 73%

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	Job Fair	Layda Morales	Ongoing	
2	State Website teacherteacher.com	Layda Morales	Ongoing	
3	Advertisement in local newspaper and web	Layda Morales	Ongoing	
4	Resume received through management company	Layda Morales	Ongoing	
5	Merit Base Pay to retain teachers	Dr. Cristina Cruz-Ortiz	August	

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
1	Receives support from Math Coach On Waiver Currently taking courses to get certified Out of state certification pending FLDOE review

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)	57.1%(4)	42.9%(3)	0.0%(0)	28.6%(2)	85.7%(6)	14.3%(1)	0.0%(0)	28.6%(2)

Teacher Mentoring Program/Plan

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings every other week.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment through PMRN
- Interim assessments through Edusoft for Reading, Math and Science
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the MTSS problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS principles and procedures; and
3. providing a network of ongoing support for MTSS organized through feeder patterns.

Describe the plan to support MTSS.

The MTSS Leadership Team will assist teachers and interventionist in the following way:

1. Provide assistance with documentation
 2. Provide support in gathering data
 3. Analyze data and provide proper feedback
 4. Provide training for various interventions such as Reading Plus, Voyager, etc.
- Observe that MTSS is being done properly and effectively

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Cristina Cruz-Ortiz (Principal); Beatriz Portugal (Reading Coach); Loralyn Wright (HS Language Arts Teacher).

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

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. During school site visits, the District team will review the minutes from RLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the RLT. The reading coach will serve as a member of the Reading Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

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

The major initiative of the LLT this year is The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The principal will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AYP. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

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 bi-weekly basis, the Reading Teacher will meet with the classroom teachers to review the state adopted textbooks and additional resources to build knowledge base of all teachers. Instructional Focus Calendars will also be used with the different content area teachers to ensure that the reading instructional focus is being targeted. CRISS Strategies will be implemented cross curricular. During formal and informal observations, administration will ensure that these strategies are being implemented.

*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?

We will offer students elective courses and courses in their major area of interest. Many of the courses will focus on job skills, critical thinking, and include opportunity for student internships. Integration of the core academic classes into the career path of students' selection will allow instructors to ensure that the content relates to real world experiences.

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?

Teachers in collaboration with the counselor will ensure that the students carefully select courses that are aligned to the student's career interest. The counselors will thoroughly review course offerings and course requirements with all students. Individual counseling sessions will be scheduled in order for students to have the opportunity to discuss with the counselor specific questions and/or concerns that they are having relative to their course selection. In addition, parents will be notified of the course offerings and will be encouraged to take part in the course selection process.

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](#)

Preparing students for a successful matriculation to postsecondary institutions is a priority at Somerset Academy. We will partner up with local institutions, colleges, and universities in order to provide our students college-level courses during the regular school day. In addition, the College Assistance Program Advisor (CAP) will provide various opportunities for all students to receive information regarding admissions, course offerings and scholarship opportunities. Students will receive information on how to access FACTS.org where postsecondary information and academic transcripts can be attained. In addition, opportunities will be available for students to participate in course recovery through a computer-based credit recovery program to assist with ensuring that students are provided various opportunities to re-take failed courses. Ongoing conversations with the counselor and the CAP Advisor will serve to assist students with making concrete postsecondary decisions. We anticipated in 2013-2014 school year to have 85% of our seniors graduate and attend college.

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:	The results of the 2011-2012 FCAT Reading Test indicate that 30% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (6)	34% (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	1.1.The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers.	1.1.Using real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information.	1.1.Leadership Team LLT Team	1.1.Admin will review classroom assessments focusing on students' knowledge of Reference and Research and adjust instruction as needed.	1.1.Formativ: Mini assessments Summative: 2013 FCAT Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 15% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage point to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (3)	17% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1.The area which showed minimal growth and would require students to maintain and improve performance as noted on the 2012 administration of the FCAT Reading Test and Reporting Category 2, Reading Application. These students lack the ability to compare and contrast.	2.1.Using real world documents, students should be able to identify causal relationships imbedded in text. In reading application, students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts for. Students will use these skills to complete enrichment activities and projects	2.1.LLT Team	2.1.Admin will review classroom assessments focusing on students' knowledge of Reference and Research and adjust instruction as needed.	2.1.Formative: Students work samples utilizing rubric, mini assessments Summative: 2013 FCAT Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 68% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (12)	73% (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	3.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Research and Reference. Students lack the ability to referer to key information in the passage to be successful readers.	3.1. During intervention pull-out teachers will use real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information for Reference and Research.	3.1. RTI team	3.1. Admin will review classroom assessments focusing on students' knowledge of Reference and Research and adjust instruction as needed. Admin will review mini assessments to ensure that the pull-out intervention groups are focusing on the proper skills	3.1. Formative: Mini Assessments Summative: 2013 FCAT Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading Test indicate that 68% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

68% (13)

73% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers.	4.1. By placing a full-time paraprofessional in the classroom, teachers will be able to target the various areas of weakness in reference and research through differentiated instruction, interventions, and tutoring. In addition, students will complete 3-5 Reading Plus sessions on a weekly basis.	4.1. MTSS Leadership Team LLT	4.1. Using the FCIM, we will analyze and adjust instruction focusing on student's knowledge of Reference and research to ensure progress is being made.	4.1. Formative: Mini Assessments Summative: 2013 FCAT Assessment

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 :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B:

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 reading. Reading 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 reading. Reading Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading 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
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
Reading Plus	9-11	Reading Coach	9-11	Quarterly: Oct 26, 2012, January 18, 2013, March 22, 2013 and May 31, 2013	Student progress print-out	Reading Coach
CRISS Training	9-11	Principal	9-11	September 12, 2012	Mini-Assessments	MTSS Leadership Team and Administration
PRIM Training	9-11	Principal	9-11	October 29, 2012	Mini-Assessments	MTSS Leadership Team and Administration

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
Identify all level 1 and 2 students and place them in the appropriate interventions with the first two weeks of the 2012-2013 school year. Provide additional tutoring sessions before and after school to ensure that all student needs are being met.	Web-based (Ticket to Read)	School Based Budget	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Strategy Description of Resources Using real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information.	CRISS Training Materials	School Based Budget	\$100.00
Implement tutoring before and after school as well as pull out tutoring during the day. Provide students with additional resources	PRIM Handouts	School Based Budget	\$100.00

that target their areas of weakness.			
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
SAT Materials		SAC funds	\$50.00
			Subtotal: \$50.00
			Grand Total: \$3,250.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal # 2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	The results of the 2011-2012 Algebra EOC indicate that 64% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (7)	67% (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	1.1.The area of deficiency in Algebra as noted on the 2012 administration of the Baseline Assessment was Polynomials. The deficiency is due to lack of previous vocabulary which hinders their ability to succeed academically.	1.1.-Provide all students with more practice in solving real-world problems involving relations and functions -Provide all students more practice in solving multi-step problems with several rate parameters -Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers	1.1.Leadership Team Math Coach	1.1.We will use FCIM, to analyze and adjust instruction focusing on student's academic progress. Classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.	1.1.Formativ e: Mini assessments Summative: 2013 Algebra 1 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 Algebra. Algebra Goal #2:	The results of the 2011-2012 Algebra EOC indicate that 0% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of levels 4 and 5 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (0)			1% (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	2.1.The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Polynomials.	2.1.Using Carnegie to promote hands on learning, analyze of graphs with words such as; most, least, minimum, and maximum. To provide enrichment such as a word wall which will expose students to essential math vocabulary such as mode and range that they will learn in later grades. Utilize Carnegie Math at the student's independent level. CRISS strategy to tap into the various learning modalities.	2.1.Leadership team.	2.1.We will use FCIM, to analyze and adjust instruction focusing on student's academic progress. Classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.	2.1.Formative: Interim Students work samples utilizing rubric, mini assessments Summative: 2013 Algebra EOC Carnegie Math assesses student performance and provides instant feedback.

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:
<input type="text"/>	<input type="text"/>

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	The results of the 2012 Geometry Baseline indicate that 47% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (9)	52% (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	1.1. The area of deficiency in Geometry as noted on the 2012 administration of the Geometry Baseline was Trigonometry and Discrete Mathematics. The deficiency is due to lack of previous vocabulary which hinders their ability to succeed academically.	1.1. -Provide all students with practice in using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets. -Provide all students with more practice in interpreting performing set operations such as union, intersection, complement, and cross-product. -Provide inductive reasoning strategies that include discovery learning activities Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.	1.1. Leadership Team	1.1. We will use FCIM, to analyze and adjust instruction focusing on student's academic progress. Classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.	1.1. Formative: Mini assessments Summative: 2013 Geometry 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	The results of the 2012 Geometry Baseline indicate that
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4 and 5 in Geometry.	0% of students achieved levels 4 and 5 proficiency.
Geometry Goal #2:	Our goal for the 2012-2013 school year is to increase the percentage of levels 4 and 5 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	9% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency in Geometry as noted on the 2012 administration of the Geometry Baseline was Trigonometry and Discrete Mathematics.	2.1. Use enrichment activities and projects to: -Provide all students with practice in using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets. -Provide all students with more practice in interpreting performing set operations such as union, intersection, complement, and cross-product. -Provide inductive reasoning strategies that include discovery learning activities Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.	2.1. Leadership Team Math Teacher	2.1. We will use FCIM, to analyze and adjust instruction focusing on student's academic progress. Classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.	2.1. Formative: Mini assessments Summative: 2013 EOC

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 # <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. 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

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Carnegie Learning Cognitive Individual Math Tutoring	9-11	Math Coach	9-11 Teachers	August 14, 2012	Carnegie Data Reports	Administration

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
Promote the analyzing of graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades.	Web-based- Carnegie learning	School Based Funding	\$6,680.00
			Subtotal: \$6,680.00
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
SAT Materials		SAC	\$50.00
			Subtotal: \$50.00
			Grand Total: \$6,730.00

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.					
Science Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology Baseline indicate that 0% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the amount of level 3 students proficient to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	55% (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	1.1. The area of deficiency in Biology as noted on the 2012 administration of the Biology Baseline was Molecular and Cellular Biology. The deficiency is due to lack of previous knowledge.	1.1. Provide all students the opportunity to compare, contrast, interpret, analyze, and explain Life Science concepts including environmental and ecological concepts during field experiences, laboratory activities, and classroom discussions.	1.1. Administration	1.1. Admin will review Science mini assessment data report to ensure progress is being made and adjust interventions as needed.	1.1. Formative: Mini-Assessments Summative: 2013 Biology 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 Biology. Biology Goal #2:	The results of the 2012 Biology Baseline indicate that 0% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain the percentage of levels 4 and 5 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	9% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1 The area of deficiency in Biology as noted on the 2012	2.1. Provide all students the opportunity to compare, contrast,	2.1. Administration	2.1. Admin will review Science mini assessment data report to ensure	2.1. Formative: Mini-Assessments Summative:

1	administration of the Biology Baseline was Molecular and Cellular Biology.	interpret, analyze, and explain Life Science concepts including environmental and ecological concepts during field experiences, laboratory activities, and classroom discussions.		progress is being made and adjust interventions as needed.	2013 Biology EOC
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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
Hands on Science & Social Studies The Bag Ladies	9-11	Cindy Guinn and Karen Simmons	9-11	August 16, 2012	Mini-Assessments and Projects	Administration

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
Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.	Cindy Guinn and Karen Simmons	School Based Funding	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

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:	As a new high school, we are using the data from our feeder school based on the 2011 FCAT Writing Test. The results indicate that 91 % of the students scored level 4 or higher. Our goal for the 2011-2012 school year is to increase the percentage of students scoring level 4 or higher from 91% to 92%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (8)	100% (8)

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	1.1. The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was focus and elaboration. Students lack the necessary skills needed to incorporate real life experiences into their writing.	1.1. During writing instruction, students will use the FCAT 4 point Extended Response Graphic Organizer and Planner to organize/plan and draft a logical beginning, middle, and end by using supporting details, providing facts and/or opinions to develop focus and elaboration.	1.1. MTSS Leadership Team	1.1. Administer bi-weekly writing prompts and monitor the students' growth. Analyze and adjust instruction based on results.	1.1. Formative: Quarterly and Bi-weekly writing prompt scores Summative: 2013 FCAT Writing Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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
6 + 1 Write Trait	9-11	Melissa Alvarez Dr. Cristina Cruz	9-11	September 19, 2012	Weekly Prompts	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
During writing instruction, students will use the FCAT 4 point Extended Response Graphic Organizer and Planner to organize/plan and draft a logical beginning, middle, and end by using supporting details, providing facts and/or opinions to develop focus and elaboration.	Make & Take	School Based Budget	\$50.00
			Subtotal: \$50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$50.00

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:	The results of the 2012-2013 US History Baseline indicate that 0% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of level 3 student proficiency.

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

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	1.1. The area of deficiency as noted on the 2012 Baseline was The US & Defense of International Peace.	1.1 Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.	1.1. Leadership Team	1.1. We will use bi-weekly assessments, to analyze and adjust instruction focusing on student's academic progress. Classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.	1.1. Formative: Interim Students work samples utilizing rubric, mini assessments Summative: District Spring Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results of the 2012-2013 US History Baseline indicate that 0% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of levels 4 and 5 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending	Pending

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	2.1. The area of deficiency as noted on the 2012 Baseline was The US & Defense of International Peace.	2.1 Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide activities which help students develop an understanding of the content-specific vocabulary taught in	2.1. Leadership Team	2.1. We will use bi-weekly assessments, to analyze and adjust instruction focusing on student's academic progress. Classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitators guiding students to	2.1. Formative: Interim Students work samples utilizing rubric, mini assessments Summative: District Spring Assessment

	history.		become independent learners. Rubrics will be developed to assess student learning.
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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						

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:

	Our goal for this year is to increase attendance to 95.8% by minimizing absences due to illnesses and
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1. Attendance Attendance Goal # 1:	truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), 5 to 5 and excessive tardiness (10 or more) 10 to 10.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.3% (20)	95.8% (20)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
5	5
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
10	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	1.1. Parents are unfamiliar the MDCPS attendance guidelines its ramification on student achievement.	1.1. At the beginning of the year we will provide parent workshops on Attendance guidelines and consequences. In addition, we will establish an attendance committee that includes staff, teachers, and students in order to create student-focused programs that will serve as initiative to increase attendance and decrease tardies..	1.1. Administration	1.1. Weekly updates by Attendance Manager. Monthly meetings with attendance committee.	1.1. ISIS records Truancy Reports

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
Truancy Prevention	9-11	Principal	All Teachers and Staff	August 14, 2012	Attendance Committee Meeting and Truancy Reports	Attendance Manager and Administration

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
Establish an attendance committee that includes staff, teachers, and students in order to create student-focused programs that will serve as initiative to increase attendance and decrease tardies.	Hand-outs	School Based Budget	\$50.00
			Subtotal: \$50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$50.00

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:	Our goal for the 2012-2013 school year is to maintain the total number of suspensions from the 2011-2012.
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	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-	2013 Expected Number of Students Suspended Out-

School	of-School				
0	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	1.1. The total number of indoor and outdoor suspensions was due to the fact that the incoming students and their parents were unfamiliar with the Student Code of Conduct and was unaware of the reasons for their child's suspension.	1.1. Teachers will meet with the parents of their students and review the expectations of our school as well as the Student Code of Conduct.	1.1. Administrative Team	1.1. Monitor Parent Contact Log and the Detention Roster.	1.1. Parent Contact Log

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
Student Code of Conduct	9-11	Principal	9-11	August 14, 2012	Classroom walk-throughs	Administration

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

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>		As a new HS, we currently service 9th - 11th grade. Our first graduating class will be in June 20 2014. Our goal is to maintain the dropout rate and to ensure all students graduate with their cohort.			
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
0		0			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Continued economic hardship at home prevents students from staying in school	1.1. Provide monthly workshops informing parents of services and programs available to them. Provide credit recovery as needed.	1.1. Administration	1.1. Completed ePeP Dropout Rate prevention	1.1. Student Survey Attendance/sign in sheet
2	1.2. Our first graduating class will be 2013-2014	1.2. Provide students with the support needed in order to graduate.	1.2. Administration	1.2. Review all students' credits and ensure that all courses have been successfully completed as well as all state assessments have been passed.	1.2. Course grades EOC and FCAT

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
Classroom Management Skills	9-11	Asst. Principal	High School Teachers	October 2012 during an early release day	Survey	Principal

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
Teachers will meet with the parents of their students and review the expectations of our school as well as the Student Code of Conduct.	Student Code of Conduct Handbook	School Based Funding	\$50.00
			Subtotal: \$50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$50.00

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>	During the 2011-2012 school year, parent participation in school wide activities was 80%. Our goal for the 2012-2013 school year is to increase parent participation by 5% from 80% to 85%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
80%	85%
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	1.1. Lack of participation in school wide activities by parents of English Language Learners (ELL)	1.1. Offer meetings and activities in the parents' home language. Offer translation when needed.	1.1. Administrative Team	1.1. Administration will review the sign-in sheets and determine if there are ways to increase attendance.	1.1. Sign-in Sheets

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
How to become a volunteer	9-11	Administration	Parents	September 21, 2012	Sign-in Sheet	Administration

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:
Our goal for the 2012-2013 school year is to provide

1. STEM STEM Goal #1:	students with STEM school wide activities and Fairs to enable them to apply mathematical, technological, and scientific inquiry into real world experiences. Currently we have 50% of enrolled in advanced math and science courses. Our goal is to have all students successfully pass the Algebra 1 EOC and Biology EOC in order to continue the advance track. 25% of our students are enrolled in Marine Biology.
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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	1.1. Many students lack the foundation needed to excel in advanced classes. Due to the rate of economically disadvantaged students in our school, technological tools are scarce at the home. In addition, assistance with projects to be completed at home will be difficult due to the language barrier.	1.1. During the 2012-2013 school year 9-11th grade science teachers will implement weekly hands on scientific labs. Utilize GIZMOS as a technological tool that assists students in developing a deep understanding of challenging concepts through inquiry and exploration. In addition, all 9-11th grade students will enter into the Science Fair and SECME Fair. The school will also offer students an after school Science Club.	1.1. Science Coach	1.1. Ongoing classroom assessments/ observations focusing on students' ability to complete assignments as the teachers become the facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning.	1.1. Formative Gizmos Baseline assessments Interim assessments Summative 2013 Algebra 1 EOC Assessment 2013 Geometry EOC Assessment 2013 Biology EOC Assessment

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

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

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

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:		Our goal is to have 50% of our students enrolled in a Career and Research course in order to expose them to various career opportunities for the future. In addition, our students are enrolled in Graphic Arts, Journalism, Leadership Skills, and Child Development.			
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	1.1. Students how are in remedial classes may have a scheduling conflict. Due to the rate of economically disadvantaged students in our school, technological tools are scarce at the home	1.1. Students will research various careers and have hands-on experiences such as field trips and in house speakers. In this class, teachers will guide students with choosing a career that they can begin establishing a foundation of knowledge for a career they will continue for years to come. In addition, teachers will also guide students with organizational skills to prepare them for the real-world.	1.1. Administration	1.1. Weekly assignments Administrators will monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests	1.1. Student surveys Bi-Weekly Assessments Quizzes

(PLC) or PD Activity

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Identify all level 1 and 2 students and place them in the appropriate interventions with the first two weeks of the 2012-2013 school year. Provide additional tutoring sessions before and after school to ensure that all student needs are being met.	Web-based (Ticket to Read)	School Based Budget	\$3,000.00
Mathematics	Promote the analyzing of graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades.	Web-based- Carnegie learning	School Based Funding	\$6,680.00
				Subtotal: \$9,680.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Strategy Description of Resources Funding Source Using real-world documents such as, how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information.	CRISS Training Materials	School Based Budget	\$100.00
Reading	Implement tutoring before and after school as well as pull out tutoring during the day. Provide students with additional resources that target their areas of weakness.	PRIM Handouts	School Based Budget	\$100.00
Science	Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.	Cindy Guinn and Karen Simmons	School Based Funding	\$500.00
	During writing instruction, students will use the FCAT 4 point Extended Response Graphic			

Writing	Organizer and Planner to organize/plan and draft a logical beginning, middle, and end by using supporting details, providing facts and/or opinions to develop focus and elaboration.	Make & Take	School Based Budget	\$50.00
Attendance	Establish an attendance committee that includes staff, teachers, and students in order to create student-focused programs that will serve as initiative to increase attendance and decrease tardies.	Hand-outs	School Based Budget	\$50.00
Dropout Prevention	Teachers will meet with the parents of their students and review the expectations of our school as well as the Student Code of Conduct.	Student Code of Conduct Handbook	School Based Funding	\$50.00
				Subtotal: \$850.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SAT Materials		SAC funds	\$50.00
Mathematics	SAT Materials		SAC	\$50.00
				Subtotal: \$100.00
				Grand Total: \$10,630.00

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAT Prep Materials	\$200.00

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

- Monitor SIP

- Assist in providing Parent Workshops
- Assist with Attendance incentives

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