FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SARASOTA MILITARY ACADEMY

District Name: Sarasota

Principal: Mr. Daniel Kennedy

SAC Chair: Terri Lipman

Superintendent: Ms. Lori White

Date of School Board Approval:

Last Modified on: 10/19/2012

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	Daniel Kennedy	B.A., Business/ Education/ Economics, University of Kentucky M.A., Vocational Education University of Kentucky	10	23	2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% 2004-2008 Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008-2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met.
		B.S. Middle School Education,			

| Assis Principal | Christina Bowman | Murray State University M.A. Middle School Education, Murray State University M.A. Educational Leadership, Murray State University | 4 | 6 | 2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% 1997-2007 Murray Middle School (Murray, KY) grades 4-8 ranked in the top ten school districts (176) every year in the Kentucky Core Content Test. |
| Assis Principal | Jodi Kopacz | B.A. English Literature West Chester University M. Ed, Multicultural Education Eastern College Ed. S., Educational Leadership Nova Southeastern University EdD,, Educational Leadership Argosy University | 7 | 4 | 2011-2012 School Grade A 2010-2011 School Grade A 2009-2010 School Grade A 2009-2010 AYP 100% Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008-2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met |

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)
Literacy	Pamela Donehew	A.A., Honors Philosophy B.A., English and Psychology M.A., Education, Monmouth University M.S., Reading Specialist, Monmouth University	6	6	2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% Total Reading Proficiency for total school population increased from 41% in the 2006-2007 school year to 58% in the 2007-2008 school year. Increases were noted in all subpopulations as well. Reading Learning Gains also increased from 49% in the 2007 school year to 61% in the 2008 school year. All subpopulations increased in the 2008 school year except for the Hispanic population, although this population increased by 1% in the 2009 school year. It is noted that all subpopulations made gains in the 2009 school year except for the low socioeconomic subpopulation.

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	Provide research-based professional development opportunities to all faculty and staff.	Professional Development Coordinator	On-going for school-year 2012-2013	
2	Partnering new teachers (SMA) with veteran (SMA) teachers and staff.	Administration Professional Development Coordinator Department Chairs	On-going for school-year 2012-2013	

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
	Professional Development will be offered by SMA and/or the District Professional Development program related directly to faculty needs. Profession Development may include: KAGAN Strategies Differentiation of Instruction Literacy Initiatives in the Classroom Faculty members are participating in Continuing Education classes and programs. Faculty members also mentor one another, especially as it relates to content areas.

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
57	15.8%(9)	49.1%(28)	29.8%(17)	5.3%(3)	38.6%(22)	0.0%(0)	1.8%(1)	0.0%(0)	8.8%(5)

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
Vera McClaughery	Daniel Krupa	SCIP Trained	Weekly meetings to review and discuss progress in classroom with: Classroom Management Curriculum Instruction
Rebecca Schopfer	Daniel Goodman	Schopfer Outstanding Science instructor as well as the Department Chair.	

ADDITIONAL REQUIREMENTS

Coordination and Integration

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.

BG Frank Laudano/Commondant of Cadets
LTC Christina Bowman/Assistant Headmaster

LTC Jodi Kopacz/Assistant Headmaster
Captain Jennifer Catena/Behavior Specialist
Major Barbara Coury/ESE Director
Captain Marsha Horan/Counseling Department
Major Pamela Donehew/Literacy Coach

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 RtI (MTSSS) Leadership Team meets twice a month. Process and procedures have been established by the Sarasota School District and have been adopted by SMA. Student concerns are presented to the appropriate grade level administrator only after multiple attempts to provide a variety of interventions and a parent conference has been completed. At that time, the appropriate grade level administrator will begin collecting information about the student and contacting the appropriate support staff for information. The Leadership Team will then discuss the student and provide additional interventions. The teacher is expected to utilize and document the impact of the interventions. Results are then presented back to the Leadership Team for review. The RtI (MTSSS) Team works closely with the Administrative Team, the ESE Department, the Counseling Department, the PBS Team and all Department Chairs and the Behavior Specialist.

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

The school-based RtI (MTSSS) will employ a continuous improvement process to create the SIP as outlined in this document. Input will be collected from the grade level teams, content area teams, the SAC and the district teams composed of specialists in the areas of instructional need.

MTSS Implementation

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

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR
Reading assessment and utilize the Florida Achieves Mathematics and Science assessments to summarize data for students at Tier 1, 2, and 3. Progress Monitoring Data/Assessments will be provided throughout the year as scheduled by the District Board Office. Data will also be collected and analyzed using student referral forms established in Tier 1. Progress monitoring data such as classroom assessments, FAIR, LEARN Benchmark Testing and FCAT will be used as well as discipline data using the RtIB Databse and classroom reports. Study Island will also be utilized. The RtI Team (MTSSS) and instructors will then document and record data regarding student progress, matching instruction and interventions to student needs.

Describe the plan to train staff on MTSS.

The process was reviewed at faculty orientation on August, 2012 and on-going throughout the year. A Professional Development will be offered at a later date as a specialist from the District Office has been requested.

Describe the plan to support MTSS.

MTSS will continue to be supported throughout the year utilizing professional development opportunities, review and discuss procedures with faculty and staff at monthly meetings and meet periodically with district personnel to ensure fidelity to the program following policies and procedures.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is comprised of the RtI (MTSSS) Team and the SAC Committee.

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

The LLT will meet bi-monthly in conjunction with the RtI (MTSSS) Team. Literacy walk-through data will be analyzed and reviewed.

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

Major initiatives include Vocabulary (Word of the Week), Differentiation of Instruction within the Content Area, Independent Reading, Pre-Assessments, Interest Inventories and Identifying Textbook Levels that More Appropriately Meet Individual Student Needs.
Students are expected to have an independent reading book with them at all times and read when class work is completed.
All content areas will complete a weekly writing assignment and will consist of short answer responses, long answer responses, essays, research projects, and/or quick writes. Teachers are encouraged to use the FCAT Holistic method and scale for scoring.
We will promote the importance of Critical Thinking Skills in each classroom as well and employ questioning strategies that will help guide students to enhance clarity and better comprehension.
Reading by Numbers is a continued initiative for the 2012-2013 school-year. The reference and research section of the FCAT has traditionally been the most difficult section for students to improve upon or pass. Students need the ability to locate information, organize, synthesize and evaluate information from a variety of sources and interpret the information given within text, graph or picture. Teachers will be incorporating these skills into all content area classes.
Literacy walk-throughs will be utilized and data reviewed with the faculty.

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.

Every faculty member will focus on literacy within the classroom as indicated by each Individual Professional Development Plan. The Literacy Coach and Professional Development Coordinator meets with each department on a monthly basis, discussing instructional strategies which support research based reading strategies. This includes focusing on differentiation of instruction within particular content areas. Our teachers are increasingly faced with the challenge of teaching students with a large range of skill levels and need to know how to formulate lessons that encompass this range of needs. Training regarding teaching content area reading strategies has begun with continuation throughout the year. The Literacy Plan will also include the responsibility of all students to read at least 15 minutes of recreational material each day with documentation in a reading journal. The teachers are responsible to require students to have a book to read with them at all times and the designated Word of the Week is posted in the classroom, and discussed, weekly.
The Literacy Coach will meet monthly the Next Generation Content Area Reading teachers to review and discuss appropriate strategies for the classroom and individual students.
All teachers will participate in Reading By Numbers Professional Development and will implement the strategies within the classroom.

*High Schools Only

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

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

• Our school offers students elective courses in art, business, technology, and foreign languages. Many of these courses focus on job skills and offer students internships. JROTC courses play an integral role as well.
• A daily focus of our school is posting the learning objective in every class so the students know "why are we learning this?" and how that instruction is relevant.
• Word of the Week is posted and discussed in every class and applied across content areas.
• The guidance/counseling department educates students and parents about the importance of developing job skills and

hands-on activities that enhance these skills through individualized meetings, which address course selection. Course selection includes elective courses in art, business and computer skills, criminal justice/law, equitation, driver's education, and sound engineering. Additionally, students learn about the Sarasota County Technical Institute, which focuses on technical careers while still in high school.
• Students participate in dual enrollment courses.

The guidance/counseling department coordinates the Community Service Program where students are encouraged to volunteer in organizations that align with students' interests and strengths as a way to obtain firsthand experience and job skills development in a safe environment. Students may earn 1/2 credit for 75 hours of service or 1 full credit for 150 hours of documented service and meet one of the requirements to qualify for Bright Futures Scholarships.

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?

• All students meet with their guidance counselors individually to address career planning based on interests and strengths, from freshmen through rising seniors. Each student is encouraged to identify an area of interest, which guides their course selection (students may change this area at any time throughout their education). The guidance department identifies high-achieving students, who may qualify for AP courses, and encourages them to take these rigorous courses during their individualized meetings with their counselors. The guidance department provides written and online resources concerning career choices, self-assessment tools, and colleges of interest. The department also coordinates visits from some colleges to SMA to present information on their programs, pairing students with colleges and universities that best meet their needs and interests.
• The JROTC curriculum (10th/11th grade) offers instruction on self-assessment tools and career choices based on individual strengths and interests. JROTC also coordinates the Teacher's Assistance program (Experiential Education) for senior students interested in exploring teaching careers. These students are paired with teachers who need assistance in classroom to assist in instruction planning and presentation while developing human and leadership skills.
• Advanced Placement International Diploma (APID) is offered at SMA as well.
• Elective courses include art, business and computer skills, criminal justice/forensics and law, equitation, fencing, driver's education, media and sound engineering, critical thinking, creating writing, speech/debate, British literature, AP psychology, liberal arts math, informal geometry, AP physics, Spanish III/IV, French, American Sign Language III/IV, and Chinese III/IV.
• A large variety of AP and Honors courses are provided as well.

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

The Guidance Department at Sarasota Military Academy (SMA) sets up individual meetings with all students and their parents yearly to discuss their postsecondary plans. During these meetings, information and assistance concerning the courses necessary for postsecondary education is addressed, including:
• ACT, SAT, and CPT, available scholarships, and colleges of interest are discussed.
• Honor classes for all qualifying students and AP (Advanced Placement) classes for qualifying juniors and seniors.
• SAT and ACT course preparation through SMA. Students may sign up through SMA's website. SMA is an ACT testing site this year (2012-2013). Students are encouraged to take SAT, ACT, and CPT. Qualifying students obtain assistance for vouchers, which waive (SAT / ACT) testing fees.
• Parents of juniors and seniors are invited to seminars in financial aid and in college resources, which are organized by SMA staff.
• SMA's website provides current information on careers, scholarships, and colleges.
• Instructing and empowering students and parents to become familiarized with and use the latest resources (Facts.org, CollegeBoard.com, March to Success, etc.) in searching for self-assessment tools, careers, colleges, and scholarships. Facts.org allows students and parents to monitor students' academic progress and to plan course selection.
• Students are counseled on the courses needed to qualify for Bright Futures, and encouraged to monitor their progress to ensure qualification throughout their four years.
• Colleges are invited to come to SMA to talk to students about their specific programs and scholarship opportunities. This information, along with other resources, is available to all students and their parents in the office.
• JROTC (LET II) will be offering a college preparation program targeting sophomores, who will be taking SAT and ACT as juniors.
• Math and English intensive classes are taught by certified ESE teachers allowing struggling students to obtain a credit in these areas, while getting assistance needed.
• Advanced Placement International Diploma (APID)

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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 28%(136) Level 3,4,5 - 72%(358)	Level 3 - 32% Level 3,4,5 - 74%

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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data

					Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data

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

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

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 44%(212) Level 3,4,5 -72%(358)	Level 4,5 - 46% Level 3,4,5 - 74%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.

2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(273)	71%

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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data	FAIR LEARN EOC FCAT Study Island Formative and Summative

					Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
		will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.		Analyze Study Island Data	
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

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

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:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(72)	75%

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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

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 :	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	71	74	77	80	

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 76%(293) Hispanic 59%(25) Black 40%(11)	White 73% Exceeded AMO target Hispanic 65% Black 69%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
	Lack of high order questions in lessons and assessments and differentiation of	All content area teachers will meet with the Literacy Coach regarding the use of higher order	Professional Development Coordinator	Anayze FAIR Data Analyze Formative and Summative Assessment	LEARN EOC

| 3 | instruction, and use of KAGAN strategies in all content areas. | questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered.

Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom. | Department Chair

Literacy Coach

Administration | Data

Analyze Benchmark Assessment Data

Analyze EOC Data

Analzye FCAT Data

Analyze Study Island Data | FCAT

Study Island

Formative and Summative Classroom Assessment Data

CWT

Literacy CWT Data

Crosspointe/Progress Report 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:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement			

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

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%	43% exceeded AMO Target

	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	Provide incentives for students with perfect attendance through the Positive Behavior Support	Attendance Clerk Positive Behavior Support Team	Analyze Attendance Data Review Attendance	Attendance Policy Truancy Policy

1		(PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Records Weekly Increase in Student Achievement	Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report 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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%	64%

	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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report 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
Differentiation of Instruction	9-12	Major Pamela Donehew	Faculty	August, 1012-June, 2013	Documentation of use on lesson plans and CWT. Literacy walk-through will support data as well.	PD Coordinator Literacy Coach Administration Department Chair
KAGAN Strategies	9-12	Captain Elia Chesnoff	Faculty	September, 2012-June, 2013	Documentation of use on lessons plans and CWT. Literacy walk-through will support data as well.	PD Coordinator Literacy Coach Administration Department Chair

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. 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

CELLA Budget:

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:

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

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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 49%(72) Level 3,4,5 - 57%(83)	Level 3 - 53% Level 3,4,5 - 61%

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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC.	Department Chair Administration	Analyze FAIR Data Analyze Formative and Summative Assessment	FAIR LEARN

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2		Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Literacy Coach NGCAR PD Instructional Staff	Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 7%(11) Level 3,4,5 - 57%(83)	Level 4,5 - 11% Level 3,4,5 - 61%

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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe

1		students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Administration Counseling Department		Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

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 #
	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	59	63	67	71	

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.	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your

Algebra Goal #3B:	school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 50% Hispanic 59% White 75%	Black 58% Hispanic 58% Exceeded AMO Target White 60% Exceeded AMO Target

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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%	36% Exceeded AMO Target

| 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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports

		Truancy Officer regarding truant students.			
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report 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:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%	53% Exceeded AMO Target

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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data

1		allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Administration Counseling Department		Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

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:	
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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following group:

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
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data	LEARN EOC FCAT Study Island Formative and Summative

| 3 | | opportunities are also offered.

Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom. | | Analzye FCAT Data

Analyze Study Island Data | Classroom Assessment Data

CWT

Literacy CWT Data

Crosspointe/Progress Report Data |

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

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

3A : |
|---|---|

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

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
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program.

Use of Crosspointe to allow parents and students immediate access to attendance.

Administration counsel with students who have 5 unexcused absences with parent contact.

Collaborate with District Truancy Officer regarding truant students. | Attendance Clerk

Positive Behavior Support Team

Multi-Tiered Support Team (MTSS)/RtI

Administration

Counseling Department | Analyze Attendance Data

Review Attendance Records Weekly

Increase in Student Achievement | Attendance Policy

Truancy Policy

Attendance Data AS400

Attendance Data Crosspointe

Decrease in Number of Truancy Reports |
| | Lack of integrity to IFC | Review IFC frequently | Department Chair | Analyze FAIR Data | FAIR |

2	and Literacy and Language Initiatives.	with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Administration Literacy Coach NGCAR PD Instructional Staff	Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report 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:

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
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data

| | | | Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom. | | Analyze Study Island Data | CWT

Literacy CWT Data

Crosspointe/Progress Report 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:

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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress

		instructional staff.			Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

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
KAGAN Strategies	9-12	Elia Chesnoff	Faculty	September, 2012-June, 2013	Lesson plans will indicate the use of KAGAN strategies used. CWT data Literacy walk-through data	Administrators Literacy Coordinator PD Coordinator Department Chair
Differentiation of Instruction	9-12	Pamela Donehew	Faculty	August, 2012-June, 2013	Lesson plans will indicate the use of KAGAN strategies used. CWT data Literacy walk-through data	Administrators Literacy Coordinator PD Coordinator Department Chair

Mathematics Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of Mathematics Goals

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:				
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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		Use of NGCAR PD Strategies within the classroom by certified instructional staff.			Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data

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

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
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1	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
	Lack of high order questions in lessons	All content area teachers will meet	Professional Development	Anayze FAIR Data	LEARN

2	and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Coordinator Department Chair Literacy Coach Administration	Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report 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
KAGAN Strategies	9-12	Elia Chesnoff	Faculty	September, 2012-June, 2013	Lesson plans will indicate the use of KAGAN strategies used. CWT data Literacy walk-through data	Administrators Literacy Coordinator PD Coordinator Department Chair
Differentiation of Instruction	9-12	Pamela Donehew	Faculty	August, 2012-June, 2013	Lesson plans will indicate the use of KAGAN strategies used. CWT data Literacy walk-through data	Administrators Literacy Coordinator PD Coordinator Department Chair

Science Budget:

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

			Subtotal: $0.00

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90%(200)	90%

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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by	Department Chair Administration Literacy Coach	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark	FAIR LEARN EOC FCAT

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2		the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	NGCAR PD Instructional Staff	Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom. Use of a variety of writing prompts.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(100)	49%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas.	Department Chair Administration Literacy Coach NGCAR PD Instructional	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data	FAIR LEARN EOC FCAT Study Island

			Staff	Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
1		Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.			
2	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom. Use of a variety of writing prompts.	Professional Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report 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
KAGAN Strategies	9-12	Elia Chesnoff	Faculty	September, 2012-June, 2013	Lesson plans will indicate the use of KAGAN strategies used. CWT data Literacy walk-through data	Administrators Literacy Coordinator PD Coordinator Department Chair
Differentiation of Instruction	9-12	Pamela Donehew	Faculty	August, 2012-June, 2013	Lesson plans will indicate the use of KAGAN strategies used. CWT data Literacy walk-through data	Administrators Literacy Coordinator PD Coordinator Department Chair

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Writing Budget:

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

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
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)

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 GOAL – RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage. ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease . ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.7% (853/891)	97.7%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
419	383
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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
	Lack of integrity to SMA and District attendance and truancy policy.	MTSS/RtI team will review attendance data twice a month. Administration will review attendance weekly. Students who are having attendance problems will be identified and a conference with the parents and student will take place.	Attendance Clerk Administration MTSS/RtI Team PBS Team Faculty/Staff	Analyze attendance data MTSS/Rti documentation of response to intervention strategies implemented for the student.	Attendance Programs: AS400 and Crosspointe MTSS/RtI Documents

1		Rewards and incentives will be provided according to the PBS EAGLE Rewards program. Teams will identify priority attendance strategies and developmentally appropriate interventions which may include: guidance/counseling, time management and organizational skill support, mentoring, family intervention, attendance contracts and community service referrals.			
2	Lack of integrity and support of the PBS EAGLE Rewards Program.	Provide more rewards for attendance and more frequently.	PBS Team Administration	Increase in attendance.	AS400 Crosspointe

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

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:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
68	68
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
60	60
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
56	56
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
50	50

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of support and integrity to the SMA and District Discipline Policies and Procedures.	Review and discuss the policies and procedures with faculty, staff, students, parents and administration.	Administrative/Discipline Team MTSS/RtI Team PBS Team Faculty/Staff	Monitor Data: RtI:B Database AS400 Decrease in suspension data.	RtI:B Database AS400 Data CWT Data
2	Lack of availability for In-School Suspension Program	Provide monetary funds and location for In-School Suspension Classroom.	Headmaster Finance Director Administration	Monitor data for In-School Suspension rates.	RtI:B Database AS400
3	Lack of integrity and support of the PBS/EAGLE Rewards	Provide more rewards for positive behavior and more frequently.	PBS Team Administration	Review and analyze discipline referrals.	RtI:B Database AS400

Program.					

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention	Dropout Goal For the School year 2012-2013, there will be a reduction in the percent of students who dropout of school. If the current dropout rate is 2.5 or higher, there will be a .4 percent reduction. If the current dropout rate is less than 2.5, there will be

	Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	a .2 percent reduction. Graduation Goal For the school year 2012-2013, the percentage of students graduating from high school will increase. If the current graduation rate is less than 84 percent, there will be a minimum of a 4 percentage point increase for all subgroups. If the current graduation rate is 84 percent or higher, there will be a 2 percentage point increase.

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
.1% (1)	0%

2012 Current Graduation Rate:	2013 Expected Graduation Rate:
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	Attendance	Provide incentives and rewards for perfect attendance or improved attendance.	Attendance Clerk MTSS/RtI Team PBS Team Counseling Team Administration	Monitor attendance data, referral data and student achievement data.	Rti:B Database FCAT Data EOC Data Crosspointe Data
2	Lack of integrity to the MTSS/RtI procedures.	Provide interventions and support for at-risk students in accordance to MTSS/RtI and PBS Team.	MTSS/RtI Team Administration Counseling Team Faculty/Staff	Review and analyze: Dropout data MTSS/RtI data EOC data Progress Monitoring/LEARN data Classroom Achievement data	Progress Monitoring/Benchmark Data LEARN EOC/FCAT Crosspointe RtI PBS CWT

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

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

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

Dropout Prevention Budget:

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

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

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Based on PALS reports and parent sign-in sheets at a variety of activities for 2012, the level of parent involvement was 95%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
95%	95%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Communication	Connect-ed calls will take place frequently; twice a month at least. Use of student planners for communication of parent activities/volunteer opportunities. Additional versions/language	Headmaster Administration Teachers PTCC	Parent involvement will maintain or increase.	PALS Data Sign-In sheets and surveys.

		conversions will be sent in the mail for non-English speaking parents. EAGLE News will be sent home weekly or as needed.			

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Students attending the Computer Technology class will score proficient in classroom assessments.

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	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of 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
No Data Submitted						

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

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

Technology

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

Professional Development

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

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC meets on a monhtly basis to review, reflect and discuss SMA concerns and issues. The SAC will work diligently to support SMA and its endeavours concerning the construction during the 2012-2013 school year.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Sarasota School District SARASOTA MILITARY ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	84%	74%	50%	267	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	80%			133	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	74% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					523	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Sarasota School District SARASOTA MILITARY ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	85%	87%	58%	293	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	78%			142	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	70% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					568	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested