FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HOPE SCHOOL

District Name: Jackson

Principal: Sharon Macaluso

SAC Chair: Millicent Braxton

Superintendent: Lee Miller

Date of School Board Approval: 10/16/2012

Last Modified on: 10/18/2012

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	Sharon Macaluso	EdS- Educational Leadership MS- Special Education BS- Special Education	26	21	2009-10- no school grade 2010-11- no school grade 2011-12- no school rating yet

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.

	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)
No data submitted					

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	Retain teachers that are considered highly qualified- trainings to keep teachers informed- beginning teacher program within the district- mentor for new (1st year) teachers	S. Macaluso	ongoing	At this time, all teachers are considered highly qualified.
2	Complete Autism Endorsement Program	S.Macaluso, principal's designee	At the end of December 2012, 3 Hope Teachers (Hand, Parrish,Blackmon) will have the ASD endorsement	
3	Recruit-Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the World Wide Web.	Deputy Superintendent- Larry Moore; Director of Elementary and Early Education- Cheryl McDaniel; Principal-S. Macaluso	August 2012- June 2013	
4	Retain- Newly hired teachers are provided a mentor and district support through the beginning teacher program.	Director of Elementary and Early Education- Cheryl McDaniel; Principal-S. Macaluso	July 2012-June 2013	
5	Retain- Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge	Director of Elementary and Early Education- Cheryl McDaniel; Principal-S. Macaluso ; Michael Kilts- Supervisor of Federal Programs	July 2012-June 2013	
6	Retain- provide resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc.) for teachers to obtain their professional teaching certificate; become highly-qualified in subject areas taught; and renewal of professional certificates for veteran teachers	Director of Elementary and Early Education- Cheryl McDaniel; Principal-S. Macaluso ; Michael Kilts- Supervisor of Federal Programs	July 2012-June 2013	
7	Retain- Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Frameworks	Director of Elementary Education- Cheryl McDaniel; Teacher Evaluation Manager- Don Wilson; Principal- S. Macaluso	September 2012- June 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
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
18	5.6%(1)	16.7%(3)	50.0%(9)	33.3%(6)	22.2%(4)	100.0%(18)	16.7%(3)	0.0%(0)	44.4%(8)

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
Karen Parrish	Karen Redmon	Karen Parrish is a veteran teacher and has worked with Karen Redmon during her first nine weeks at Hope. Karen Redmon started teaching during the 4th nine weeks of 2011-12 school year. Mrs. Parrish has worked at Hope as a teacher in PreK and primary classes and paraprofessional and knows how to deal with students.	Mentors will help teachers with all aspects of the classroom. The ULS curriculum and progress monitoring will be discussed as well as data collection, classroom management, IEP writing and implementation, dealing with parents, etc. Teacher will meet with mentor at least once per week.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

[   ]

Title I, Part D

[   ]

Title II

[   ]

Title III

[   ]

Title X- Homeless

[   ]

Supplemental Academic Instruction (SAI)

[   ]

Violence Prevention Programs

[   ]

Nutrition Programs

[   ]

Housing Programs

[   ]

Head Start

[   ]

Adult Education

[   ]

Career and Technical Education

[   ]

Job Training

[   ]

Other

[   ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> RtI has been implemented before a child reaches Hope School. We do not participate in RtI at our school.

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?

> RtI has been implemented before a child reaches Hope School. We do not participate in RtI at our school.

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?

RtI has been implemented before a child reaches Hope School. We do not participate in RtI at our school.

MTSS Implementation

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

RtI has been implemented before a child reaches Hope School. We do not participate in RtI at our school.

Describe the plan to train staff on MTSS.

RtI has been implemented before a child reaches Hope School. We do not participate in RtI at our school.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

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

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.

We have students that leave Hope after PreK and some stay at Hope after PreK and move on through Kindergarten. When a child is leaving Hope to transition to a new School, we: introduce the student to the new teacher at the IEP meeting for a change in placement. PreK teachers talk to the new teacher and explain the child's likes and dislikes as well as positive behavior supports. Parents go to the school, meeting with the new teacher again as well as classroom staff. PreK teachers build up the new school and talk to students about riding the "big bus" and other activities that will happen at the new school. PreK teacher sends the child's audit trail folder, cumulative record, and health record to the new school. When the child is staying at Hope and moving up to another teacher, current teacher introduces student to new teacher. Parents are introduced to new teacher at the IEP meeting. The current teacher talks to future teacher about students likes and dislikes, including foods, as well as positive behavior supports. The new teacher is given the students' portfolio of work. Staff visits the new classroom with the student to familiarize the student to new staff in new classroom. Student may sit in on circle time or other activity so that there is a smooth transition. Current teacher tells the student that they are getting bigger and get to move to another classroom.

*Grades 6-12 Only

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

Each teacher that has students in grades 6-12 uses the Unique Curriculum, which is specifically designed for special needs students and is based on state standards for students working on a special diploma. Reading and language arts are included in the curriculum and the curriculum has progress monitoring embedded in each subject area. All classes will benefit from our new media center that is being opened during this school year. We are using a few rooms in a portable as a media center. Our media center is being funded through grants and donations from other schools. Riverside donated between 800-900 books and Cottondale High School seniors are using our media center as a snior class community project and will be collecting books and helping decorate by painting.

*High Schools Only

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

Not applicable- all students have an IQ of 69 or below and are working on a special diploma.

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?

Students in grades 9-12 are given a social skills curriculum as well as a transition curriculum that focuses on career planning. Unique curriculum has a band that has nothing but transition items. Teachers also use Dare to Dream and Be Cool Series for self-determination.

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Students at Hope begin to discuss transition at age 13-14. Students are at that time, given an inventory to see what are their likes and dislikes. Transition is formally addressed through goals on the students' IEP in the school year that they turn 14 or enter 8th grade. Students that are 16 and older have transition addressed at their IEP meetings, where the student begins to be invited to the IEP meeting at age 14, and discuss areas such as post-secondary education and training, supported employment, and independent living. Supported employment is one of the services offered during their stay at Hope and after their graduation from Hope. Supported employment can include sheltered workshops and community classes, for example, ARC. Access and support from outside agencies is also offered post-graduation from Hope. These agencies include but are not limited to Agency for Persons with Disabilities, Vocational Rehabilitation, and ARC. During the students' last year before graduation, Voc. Rehab is contacted and a referral is made.

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

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

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:	For the 2012-13 school year, 15% of students taking reading on the Florida Alternate Assessment will score 4, 5, or 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7/54 made 4,5,6 on the FAA= 13%	15%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City, Lexia and Edmark Reading for students to work on, as well as Think Through Math if applicable.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring

	measured skills and higher order thinking as they progress to a higher grade level.				
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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

<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
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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	For the 2012-13 school year, 45% of students taking reading on the Florida Alternate Assessment will score 7 or above in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24/54 made 7,8,9 on the FAA= 44%	45% will make 7,8,or 9 on the FAA

	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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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:	
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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	For the 2012-13 school year, 14% of students taking reading on the Florida Alternate Assessment will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3/23 made gains- level 1 to 2=13%	14% will make learning gains- level 1-2 or increase to next level.Levels 1,2,3 are considered to be Not Proficient. Scores 4-9 are considered proficient.

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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated

					form or JC 404 conference form.

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

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	For the 2012-13 school year, the number of students not making satisfactory progress in reading will decrease by one student in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 16 students= 70% Black: 6 students= 26% Hispanic: Asian: American Indian: Mixed: 1 students= .04%	White: 69% Black: 25% Hispanic: Asian: American Indian: Mixed: 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
Cognitive ability is a barrier for Hope students	Continue to implement the Unique curriculum on	S. Macaluso (Principal)	Progress monitoring is built into the ULS	ULS progress monitoring

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making	

	satisfactory progress in reading. Reading Goal #5D:	See other reading goals- all students at Hope are SWD- IQ 69 or below			
	2012 Current Level of Performance:	2013 Expected Level of Performance:			
	See other reading goals- all students at Hope are SWD- IQ 69 or below	See other reading goals- all students at Hope are SWD- IQ 69 or below			

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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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:	For the 2012-13 school year, less than 95% of our economically disadvantaged students will not make satisfactory progress on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

		22 of the 23 students not making progress on economically disadvantaged= 96%	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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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						

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

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	
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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	For the 2012-13 school year 45% of elementary students will score a 4, 5, or 6 in mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7/16= 44% scoring proficient- levels 4,5, or 6	45% willl score proficient

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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City, Lexia and Edmark Reading for students to work on, as well as Think Through Math if applicable.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring

	they progress to a higher grade level.			
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	For the 2012-13 school year, 20% of elementary students will score 7, 8, or 9 on the Florida Alternate Assessment in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3/16= 19% scored 7, 8, or 9 in math	20% will score 7,8, or 9

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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<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
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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	For the 2012-13 school year, at least 1% of elementary students will make learning gains in mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% in Elementary made learning gains in mathematics	1% will make learning gains

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal # 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	For the 2012-13 school year, the number of students not making satisfactory progress in mathematics will decrease by one student in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:4 Black:2 Hispanic: Asian: American Indian:	White:3 Black:1 Hispanic: Asian: American Indian

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
Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials,	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring

1	students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level	such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.			
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	All students at Hope are SWD- see other goals
2012 Current Level of Performance:	2013 Expected Level of Performance:

		All students at Hope are SWD- see other goals		All students at Hope are SWD- see other goals	

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.</td><td>Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.</td><td>S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers</td><td>Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.</td><td>ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring</td></tr>
<tr><td>2</td><td>Attendance may be a barrier.</td><td>Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.</td><td>S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk</td><td>Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.</td><td>AS 400, documentation of communication with parents related to absences, truancy records if applicable</td></tr>
<tr><td>3</td><td>Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.</td><td>Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.</td><td>S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers</td><td>Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.</td><td>Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	For the 2012-13 school year the number of economically disadvantaged students making unsatisfactory progress will decrease by 1% in elementary mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6/6=100% did not make satisfactory progress	5/6 will not amke satisfactory progress= decrease by 17%
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	1	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
	2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
	3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	
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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	32% of students will score a 4,5,or 6 on the FAA in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8 out of 27 middle school students scored 4,5 or 6 in math (30%).	32% of students will score a 4,5,or 6 on the FAA in math.

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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City, Lexia and Edmark Reading for students to work on, as well as Think Through Math if applicable.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a

					teacher generated form or JC 404 conference form.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	17% of middle school students will score 7, 8, or 9 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4 out of 27 middle school students scored 7,8 or 9 on the FAA in math.(15%)	17% of middle school students will score 7, 8, or 9 on the FAA.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.</td><td>S. Macaluso (Principal)
M. Braxton (SIP Chair)
BB Skipper (Guidance)
All teachers</td><td>Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.</td><td>ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring</td></tr>
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	they progress to a higher grade level.				
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<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
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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	24% of middle school students will make learning gains in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
6 out of 27 middle school students made learning gains in math (22%).	24% of middle school students will make learning gains in math.

<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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Middle School Mathematics Goal #

 5A : |

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The number of students when subgrouped by ethnicity that did not make satisfactory progress will decline by at least 1 student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 11 (73%) Black: 4 (27%) Mixed:	White: 72% Black: 26% Mixed:

| 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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to	Documentation of communication with parents will be kept through daily behavior

| 3 | correspondence- is a barrier. | a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals. | (Guidance) All teachers | sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets. | sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form. |

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	All students at Hope are SWD- IQ 69 or below. See other math goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All students at Hope are SWD- IQ 69 or below. See other math goals.	All students at Hope are SWD- IQ 69 or below. See other math goals.

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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.				
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The number of economically disadvantaged middle school students not making satisfactory progress will reduce by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14 of the 27 middle school students not making satisfactory progress are economically disadvantaged. (52%)	The number of economically disadvantaged middle school students not making satisfactory progress will reduce by 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
1	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
	Attendance may be a barrier.	Truancy policy will be implemented unless the	S. Macaluso (Principal)	Teachers keep daily attendance via a	AS 400, documentation of

			M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	communication with parents related to absences, truancy records if applicable
2	child is deemed medically fragile. PBS will be given for students with good attendance.				
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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:	29% of high school students will score 4,5, or 6 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3 of 11 high school students scored 4, 5, or 6 on the FAA in math. (27%)	29% of high school students will score 4,5, or 6 on the FAA.

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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.Lexia and Think Though Math are available if needed.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring

2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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:	47% of high school students will score 7,8, or 9 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5 of out 11 high school students scored 7,8, or 9 on the FAA in math. (45%).	47% of high school students will score 7,8, or 9 on the FAA.

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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.Lexia and Think Though Math are available if needed.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of	AS 400, documentation of communication with parents related to

		(Guidance) All teachers Data Entry Attendance Clerk	Excused and Unexcused absences and will contact parent when student is absent.	absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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:	20% of high school students will make learning gains on the FAA in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2 students of 11 tested in high school math on the FAA that were did not score proficient made learing gains (18%)	20% of high school students will make learning gains on the FAA in math.

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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
	Lack of parent	Teachers send home	S. Macaluso	Teacher will	Documentation of

3	involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals	(Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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:	
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 Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

No Data Submitted

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

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	

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

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

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

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

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :				
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
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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.

<table>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC,subject, grade level, or school-wide)</td><td>Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td colspan="7" align="center">No Data Submitted</td></tr>
</table>

Mathematics Budget:

<table>
<tr><td colspan="4">Evidence-based Program(s)/Material(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $0.00</td></tr>
<tr><td colspan="4">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $0.00</td></tr>
<tr><td colspan="4">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $0.00</td></tr>
<tr><td colspan="4">Other</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
</table>

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt	Documentation of communication with parents will be kept through daily behavior sheets in the students

3	barrier.	parents as needed to discuss progress in reading and progress toward reading goals.		to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	52% will score 4,5, or 6 on the FAA.

2012 Current Level of Performance:	2013 Expected Level of Performance:
8 of 16 elementary and middle school students taking science scored 4,5, or 6 on the FAA (50%).	52% will score 4,5, or 6 on the FAA.

<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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City, Lexia and Edmark Reading for students to work on, as well as Think Through Math if applicable.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication

		reading and progress toward reading goals.		doesn't sign or return daily behavior sheets.	as needed will be documented on a teacher generated form or JC 404 conference form.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	
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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	21% will score 7, 8, or 9 on the FAA in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3 of 16 elementary and middle school students taking the FAA in science scored 7,8,or 9 on the FAA (19%(.	21% will score 7, 8, or 9 on the FAA in science.

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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring

	on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Reading for students to work on.			
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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:	35% of high school students will score 4,5, or 6 on the FAA in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2 of 6 high school students taking the FAA in science scored 4,5, or 6 (33%)	35% of high school students will score 4,5, or 6 on the FAA in science.
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
Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring

				Edmark.	
1	are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.			
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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:	19% of high school students will score 7,8, or 9 on the FAA in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 of 6 high school students scored 7, 8, or 9 on the FAA in science. (17%)	19% of high school students will score 7,8, or 9 on the FAA in science.
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
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 Biology. Biology Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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:	49% of students will score 4-9 on the FAA in writing.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
9 of 19 scored 4-9 on FAA in writing (47%)	49% of students will score 4-9 on the FAA 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
1	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on. Lexia and Think Through Math are also available if needed.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier.	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404 conference form.

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

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

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

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

U.S. History End-of-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)

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

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

Attendance Goal #1:	Attendance rate will be maintained or increase by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
89.78% were inattendance last school term	90.32% will attend this school term/89.78% maintained
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
(medically fragile included) 65 students with excessive absences- 12 with over 10 unexcused absences	(medically fragile not included) 60 students with excessive absences- 10 or less with over 10 unexcused absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1	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
1	medically fragile students	implement truancy policy-medically fragile are exempt. Document attempts to call parents.	S. Macaluso,Adm. designee	snapshots of monthly attendance	AS400 Parent Documentation sheets
2	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	No more than 1 suspension
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of parental involvement- can't provide corporal punishment	Encourage parents to encourage good behavior while at school and on the bus, provide parent involvement programs that focus on behavior management	S. Macaluso, principal's designee	decrease in ISS/OSS numbers	Data collected from AS400 concerning ISS/OSS

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	0 dropped out in 2010-2011
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0 dropped out in 2010-2011	0
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
2	3-6

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Age ranges for Hope Students to graduate are 18-22. Students can graduate at 18 if they have met required courses.				

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.*	Hope School will provide a parent activity for the first and second semester- at least one per semester.Parent surveys will be sent to determine activities that will be offered.Parents will be sent communication to let them know of upcoming events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10 or more parents attended a planned event that was a school-wide activity	12 or more parents will attend each of the planned activities during the first and second semester

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	other family obligations and lack of transportation	provide supervision at activities, send out plans well in advance- educational opportunities for parents	S. Macaluso, M. Braxton, teachers, staff	attendance log at events	collect data from attendance logs- parent surveys
2	communication	Newsletters to let parents know what is going on in the future and what has happened the last 9 weeks	M. Braxton- Media Chairperson	responses from parents	participation
3	communication	Daily notes home on behavior sheets- letting parents know about up-coming activities	all teachers	responses from parents	participation and correspondence
4	communication	Community District Calendar	District Office	District Office	Data of parents involved
5	communication	Community ASD meetings	SIP chair will distribute information as it is received to parents through	attendance at meetings	attendance at meetings

			the child's daily notebook		

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

IEP goals and objectives Goal:

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

1. IEP goals and objectives Goal IEP goals and objectives Goal #1:	80% of students will master or partially master 75% of the IEP goals and objectives
2012 Current level:	2013 Expected level:
The goal was 75% of students to master or partially master 75% of their goals and objectives listed on the IEP.	80% of students will master or partially master 75% of goals and objectives listed on thier IEP

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	Cognitive ability is a barrier for Hope students due to the fact that the IQ for a Hope student is 69 or below. Skills are measured and based on access points of state standards but are based on grade level. Some students may be in a certain grade but perform at PreK level. Students are taking tests based on grade level and each year the test is more complex due to different measured skills and higher order thinking as they progress to a higher grade level.	Continue to implement the Unique curriculum on a school-wide level for continuity. We have added the PCI Reading Program for supplemental materials. We also add other teacher added materials, such as Weekly Readers. Teachers also have access to Education City and Edmark Reading for students to work on.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Progress monitoring is built into the ULS curriculum. Teachers collect data on IEP goals and objectives. Progress monitoring is also built into the PCI Program as well as Education City and Edmark.	ULS progress monitoring checkpoints, data collection, PCI progress monitoring, Education City progress monitoring
2	Attendance may be a barrier	Truancy policy will be implemented unless the child is deemed medically fragile. PBS will be given for students with good attendance.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers Data Entry Attendance Clerk	Teachers keep daily attendance via a computer. Data Entry and Attendance clerk will keep a record of Excused and Unexcused absences and will contact parent when student is absent.	AS 400, documentation of communication with parents related to absences, truancy records if applicable
3	Lack of parent involvement- due to lack of transportation, lack of phone, lack of response to school generated correspondence- is a barrier.	Teachers send home notes daily for each student. This will continue. Parents are asked to sign and return a copy. Teachers will contact parents as needed to discuss progress in reading and progress toward reading goals.	S. Macaluso (Principal) M. Braxton (SIP Chair) BB Skipper (Guidance) All teachers	Teacher will communicate daily with parent/guardian through daily behavior sheet. Parent will be asked to sign daily. Teachers will attempt to call parent at least 1x per month if parent doesn't sign or return daily behavior sheets.	Documentation of communication with parents will be kept through daily behavior sheets in the students portfolios. Extra communication as needed will be documented on a teacher generated form or JC 404

					conference form

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data collection, writing effective IEPs, FBA/BIP review	All ESE K-12, PreK	ESE District Staff	all teachers	8-15-2012	PAEC Follow up	S. Macaluso
FBA/BIP training	all ESE K-12 and PreK	Roberta Griffith	all teachers that need this training	as needed	correctly written and implemented FBA/BIP, in-service follow up on PAEC	S. Macaluso and/or facilitator

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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 IEP goals and objectives Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

∫ɳ Priority	∫ɳ Focus	∫ɳ Prevent	∫ɳ NA

Are you a reward school: ∫ɳ Yes ∫ɳ No

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

No Attachment (Uploaded on 8/31/2012)

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

SAC will meet with PTO and have a combined meeting to see what the school needs and provide for the betterment of Hope students. There will be at least 3 SAC meetings throughout the upcoming school year.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found