

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PACE CENTER FOR GIRLS, INC.

District Name: Broward

Principal: David Watkins

SAC Chair: Renee Hudson

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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	David Watkins	Professional Certificate Educational Leadership (K-12) and Social Sciences (5-9), Ed.S. Educational Leadership, M.A. Social Studies Education	3	10	2011-2012 2010-2011 Grade: Not Rated Reading Learning Gains (BASI): 48% Math Learning Gains (BASI): 58% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2009-2010 Grade: Pending Reading Mastery: 43% Math Mastery: 74% Science Mastery: 37% Writing Mastery: 90% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2008-2009 Grade: N/A Reading Mastery: 10% Math Mastery: 25% Science Mastery: 0 % Writing Mastery: 68% AYP: No subgroups met AYP for Reading and Math. 2007-2008 Grade: N/A

					Reading Mastery: 4% Math Mastery: 6% Science Mastery: 3% Writing Mastery: 60% AYP: There were no subgroups that made AYP in Reading and Math.
Assis Principal	Sharon I. Grant	M.A. Educational Leadership (K-12) Guidance (K-12) English (6-12)	2	12	2010-2011 Grade: N/A 2009-2010 Grade: C (Piper) 08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mary Shaw	Bachelor of Science in Elementary Education; Masters in Education; Certified in ESE K-12 Gifted and ELO Reading Certified	12	7	22010-2011 Grade: Not Rated Reading Learning Gains (BASl): 48% 2009-2010 Reading Mastery: 13% AYP: No subgroups met AYP for Reading. 2008-2009 Grade: N/A Reading Mastery: 15% AYP: No subgroups met AYP for Reading. 2007-2008 Grade: N/A Reading Mastery: 4% AYP: There were no subgroups that made AYP in Reading.
Math	Renee Hudson	Bachelor of Arts in Psychology; Masters in Curriculum and Instruction; Certified in Mathematic 5-9 and 6-12	7	4	2010-2011 Grade: Not Rated Math Learning Gains (BASl): 58% 2009-2010 Grade: N/A Math Mastery: 19% AYP: There were no subgroups that made AYP in Math. 2008-2009 Grade: N/A Math Mastery: 25% AYP: There were no subgroups that made AYP in Math. 2007-2008 Grade: N/A Math Mastery: 6% AYP: There were no subgroups that made AYP in Math. Math Mastery: 6% AYP: There were no subgroups that made AYP in Math.
Science	Lotoya Joseph-Brown	Bachelors of Arts in Marketing Masters of Science in Science Education; Certification: Science 5-9 and Mathematics 5-9	1	1	New to PACE Center for Girls Broward

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	1. New Educator Support System – Instructional personnel new to teaching or new to PACE participate in this induction program facilitated on a monthly basis. In addition to the competency overviews, instructional staff is provided resources that will assist them as they acclimate to the alternative school model. They receive instruction and development on high yield, ESE and ESOL strategies. They	Joan Sternberg, Jennifer Ethridge and Olivia W. Day	June 2013	

5	60.0%(3)	100.0%(5)	0.0%(0)	0.0%(0)	20.0%(1)	40.0%(2)	40.0%(2)	0.0%(0)	20.0%(1)
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Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jennifer Ethridge	Laura Fallon Javett Smith Aubrey Kintop	Bachelors Degree in Elementary Education, Masters of Education Degree in Educational Leadership, 9 years of Teaching/Administrative Experience, Professional Educator's Certificate in Elementary K-12, ESOL Endorsed and Educational Leadership Certification K-12	NESS Program (SBBC), Classroom Observations, supervision meetings, Professional Development Opportunities, Individualized training in instructional strategies and behavior management
Olivia Day	Laura Fallon Javett Smith Aubrey Kintop	Masters of Education Degree in Counselor Education, 4 years of Teaching/Administrative Experience, Professional Educator's Certificate in Guidance & Counseling K-12	NESS Program (SBBC), Classroom Observations, supervision meetings, Professional Development Opportunities, Individualized training in instructional strategies and behavior management

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI Leadership Team will be comprised of Academic Managers, Program Director, Social Service Managers Counselor II's, Instructors/Academic Advisors, and/or ESE/ESOL Advisor. When necessary RtI Leadership Team will rely on Assistant Principal, Speech Therapist, ESE Specialist, Reading and Math Coach from Whiddon Rogers Educational Center and Instructional Coach from Title I Office.

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

The Academic Advisor, ESE/ ESOL Advisor and/or Academic Manager will facilitate bi-weekly Academic Advising/Guidance Sessions and Care Review Meetings. In addition, monthly progress monitoring meetings occur to discuss students' progress based on the tiered levels. Based on the level of intervention, the Academic Advisor, ESE/ ESOL Advisor and/or Academic Manager will facilitate meetings to share student data, which will include baseline/diagnostic and progress monitoring data derived from research based resources. This data will be utilized to make recommendations to increase interventions, determine tiers, and address instructional gaps. The RtI team will consist of members from the SAC, literacy team, the CST, and collaboration of off-site DJJ personnel (Whiddon Rogers and Title I). They will work collaboratively to address students' academic needs.

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

The RtI leadership team will work collaboratively to develop, implement, facilitate, and monitor the school improvement plan. Some members of the RtI team will participate on the SAC team. Specifically, they will be responsible for diagnosing and prescribing interventions based on the frequent monitoring of baseline and progress monitoring data. The RtI team will be included on the SAC agendas and will provide monthly RtI reports and recommendations. Monthly meetings will be utilized to determine needs and effectiveness of plan. Modifications will be made on an as needed basis.

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.

Data sources will be the BAT, FORF or FAIR, DAR, BASI, formative assessment, end chapter tests, in addition to the research-based diagnostic, which will provide baseline data with opportunities to track progress throughout the school year. Additional data will be accessed via Virtual Counselor, Data Warehouse, and the school reports menu located on the Broward Schools network. Student data will be tracked utilizing the RtI spreadsheet.

Describe the plan to train staff on MTSS.

Members of the RtI team will be trained during their orientation period and on an on-going basis.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The following PACE LLT members were selected based on their educational background, credentials, and work experience in education. Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; ESE/ESOL Advisor, Jenna Syed; Reading Instructor/Advisor, Kendra Orr; Reading Instructor/Advisor, Denise Joseph ; Karyn DiYeso, Vocational/Transition Coordinator; additional members will include instructional personnel from DJJ off-site programs at Whiddon Rogers and Title I Office: Mary Shaw (DJJ Reading Coach); David Watkins, Principal; Mark Howard, Assistant Principal DJJ; Jaeneane Chiffone, ESE Specialist; Belinda Smith, ESOL Coordinator; Renee Hudson, Math Coach/Department Head; Sydney Culver, NESS Coach; Lashawnda Buckner, Title I Instructional Coach

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

The LLT will meet monthly and as needed to address school wide literacy needs, monitor progress of focus calendars/curriculum, provide support for instructional personnel, and facilitate best practice sharing via professional learning communities and mini-workshop sessions. The LLT will utilize the FCIM to monitor the effectiveness of literacy initiatives. Each member of the LLT will ensure that the literacy component is infused into all content areas and adequately meets the unique needs of students in our various programs. Team members will also provide data driven feedback and will make adjustments in regards to the curriculum area they monitor.

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

Over 90% of our students performed below level three proficiency. Our major area of focus will to effectively monitor the implementation of the K-12 Comprehensive Reading Plan. Efforts will be made to progress monitor students in all identified subgroups with frequent administrative, teacher, and student data chats. Additionally, professional development, the instructional focus calendar, reading and writing initiatives, and increasing the effective use of reading strategies across all content areas will be included in the area of focus for this year's LLT. Recommendations for the implementation of school related reading initiatives and programs will take place during these meetings. We also plan to continue the PACE READS reading initiative, which ensures every student is provided an opportunity to have leisure reading for 50 minutes daily, on a rotating basis throughout their class schedule. During this time, girls are given the opportunity to read books, magazines, newspapers, or any other reading materials based on their choice. PACE will continue to disperse leisure reading materials throughout the common areas of the building for students to have access to throughout the entire day. The intent is that girls will increase their reading skills and self-confidence when reading and decrease testing anxiety and/or frustration when Reading. The team will work together to increase teacher literacy knowledge and motivation by ensuring that teachers attending professional development on an on-going basis, specifically in the areas of Literacy. Teachers will also work closely with the Reading and Instructional Coaches, as well as the Academic Managers to further develop in this area.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Describe the plan to ensure all teachers incorporate reading instruction in all classes.

At PACE Center for Girls Broward, it is every teacher's responsibility to teach reading. This is evident in the way that teachers develop and implement their lesson plans as well as in the way that teachers provide small group, whole group, and individualized instruction to students. For example, to help students further develop their vocabulary, all teachers will continue to implement interactive word walls with each class. Also, teachers will continue to introduce new vocabulary words to each student on a weekly basis. We also provide weekly subscriptions of resources such as Weekly Reader, Scholastic, and Action so that all teachers integrate reading current events into their daily lessons. Teachers also have access to information and Professional Development Trainings offered by the School District (Broward) where teachers can further broaden instructional strategies that will help them to teach reading to all students. PACE Broward has also implemented the PACE READS Program which ensures every student is provided an opportunity to have leisure reading for 50 minutes daily, on a rotating basis throughout their class schedule. Breakfast and Books and Book Club with the Broward County Women's Lawyers' Association (BCWLA) are just a couple of activities our program has incorporated to encourage reading. Staff also receives regular trainings from the District's Instructional Coach on strategies on how to best integrate Reading into the Content Area Courses. Currently, PACE does not have any teachers working on Reading Endorsement or CAR-PD. If we did however, we would support them by fidelity checks, sending them to any necessary training, allowing time for Data chats, and additional support and planning time if needed. Currently, of the two Reading teachers employed, one is certified in Reading K-12 and the other is Reading Endorsed. Two of our five content area teachers are currently in the process of becoming ESOL Category I endorsed. Once they obtain ESOL certification, they will begin taking CAR-PD certification courses.

*High Schools Only

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

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

Each of the following courses help students to see the relationship between their core class subject matter and the connection it has to their future lives:

Spirited Girls! -Spirited Girls is a gender-specific, culturally sensitive life skills curriculum for girls that focuses on understanding the developmental needs of girls and exploring the 6 major domains of a girl's life:

- ? Physical
- ? Emotional
- ? Intellectual
- ? Sexuality
- ? Relational (Family & Friends)
- ? Spirituality

Blueprint for Professional Success & Professional Development and Career Planning-- This course focuses on career exploration and preparation by giving students the opportunity to explore their interest and aptitudes, research careers of interest, and have ample opportunities to prepare for careers by conducting research, working on credentials (Florida Ready to Work Credentials), filling out applications, creating resumes, participating in mock interviews, etc. Guest speakers from the community in various fields are invited to come to PACE and share their knowledge and experience with students to help broaden students knowledge base as well as their awareness of careers that are available within their community.

Social Studies – This course integrates current events, community involvement, cultural diversity and awareness, monthly thematic lessons centered on the holidays to teach students the importance of understanding the differences between cultures. Guest speakers from the community in related fields are invited to come to PACE and share their knowledge and experience with students.

Math – This course enables students to build a basic foundation in math which will help them to succeed in their future and give them an understanding of those careers which require an advanced and/or basic groundwork in mathematics. They also learn specific skills that are necessary in order for them to lead a responsible and independent adult life. Guest speakers in fields requiring an extensive or basic mathematics knowledge base are invited to come to PACE and share their knowledge and experience with students.

Science – These courses introduce students to the numerous career possibilities available in the field of Science. Students are able to recognize how important Reading, Writing, and Math skills are and how they are widely used in certain careers. Students are given the opportunity to work in groups, which help to teach team-building and cooperative learning skills and sharpen their higher-level thinking and problem-solving skills. All of these are necessary for their personal and professional lives. Students are also able to make the connection between science and real-life issues such as: weather and climate, nutrition, environmental awareness, and the human body, just to name a few. Additionally, guest speakers in Science-related fields are invited to come to PACE and share their knowledge and experience with students.

English / Language Arts / Reading – Students learn the importance of using proper verbal and written English language and Reading skills in their professional, personal, and academic lives. Students are also exposed to drama, poetry, and book clubs through these courses and learn the skills necessary in filling out job applications, resume and cover letter writing, and interviewing skills. Leisure reading is highly encouraged throughout these courses. Students are made aware that any job requires efficient writing, reading and speaking skills.

Physical Education – Health and wellness, nutrition, team and self-esteem building, body awareness, and good sportsmanship are all strongly emphasized within this course. Careers that would encompass all of the above-mentioned topics are highlighted in this course. Guest speakers are also invited to speak to students to further enhance their knowledge and awareness in physical education.

Each of the following programs help students to see the relationship between their core class subject matter and the connection it has to their future lives:

Programs:

PACE WORKS-PAceWorks! is a program at PACE which promotes career readiness. Each student receives a career interest inventory and a career IAP is created for her. A career counselor meets with each student bi-weekly to work on creating a career portfolio. During these meetings, the girl is able to discuss her career aspirations and does research regarding the requirements for pursuing a career in her field of interest. Additionally, all of the girls receive monthly instruction on career related subjects through their advisory class. Guest speakers come to PACE to discuss career, vocational, and college planning. Workshops are conducted to assist girls with resume writing and college planning. Several vocational field trips are arranged each month so that girls are exposed to a variety of potential occupations. During these field trips, the students learn about the education necessary for a variety of jobs.

Advisory Group-Each student is placed in an Academic Advisory Group of 10-13 students with one Academic Advisor. Students may be placed into an advisory based on one or more of the following factors: age, grade, ESE status, learning style, graduation option, long-term academic goals, and any other specific individual needs. Academic Advisory Groups meet on a daily basis. At minimum each advisor meets with their advisees on a bi-weekly basis to review progress towards meeting long-term academic goals and short-term objectives in Math, Reading, Writing, and Career subject areas. ESE students meet to address their progress towards meeting their IEP goals. Additionally, students and their advisor meet to plan for their future and life after the PACE Program. In this small academic learning community, the advisory group also works on community service projects, learning strategies, career exploration/preparation, and creating partnerships. Advisory Groups also participate in special learning projects and competitions during PACE READS and Project Girls Engaged in Math (GEM). During these times students are given the opportunity to increase their Reading and Math skills. They also build their confidence through team building and engage in reading and math learning games/competitions.

Getting to the Heart of the Matter- Getting to the Heart of the Matter is an innovative gender specific psycho-educational program that supports and encourages PACE girls to live an alcohol and drug free life. The curriculum incorporates strategies to build self-esteem and refusal skills, helps to change attitudes and perceptions around the use of drugs and alcohol while increasing knowledge about the consequences associated with substance use and addiction. Getting to the Heart of the Matter is a research project supported by the United Way Broward County Commission on Substance Abuse and the Department of Children and Families. PACE is licensed by the state of Florida as a substance abuse prevention and intervention provider.

Baby Can Wait (BCW) Club- Funded by the United Way of Broward County, the PACE Broward "Baby Can Wait" (BCW) program is a pregnancy prevention project providing positive support, education, and recognition to girls and adolescents ages 11-17. The services offered by BCW include pregnancy prevention treatment planning, psycho-educational groups, and individual counseling with the BCW Counselor. BCW participants are able to experience the various stages of pregnancy and parenting through a simulated comprehensive behavioral modification program. PACE works to reduce pro-childbearing adolescent attitudes and behaviors by providing a setting where positive peer support is encouraged. Over the past fourteen years, BCW has had tremendous impact over the PACE population which is considered highly at risk. By enhancing and continuing these services and interventions, PACE continues to make a positive impact on the social and economic consequences related to teen pregnancy.

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

All students are placed in classes based on their individual academic needs (i.e. FCAT scores, BASI scores, Major Areas of Interest, diploma option, IEP needs). If a student's academic needs permit her to actually choose a course, we allow this to happen and accommodate them to the best of our ability. If we are unable to provide a particular course, we assist the student in enrolling in Florida Virtual School or co-enrolling in night school classes. (This being done, of course, if both the parent/guardian and student want to pursue this as an option.) Based on the increased number of girls requesting to learn more about fitness and nutrition and partake in physical activity, we offer Physical Education and Personal Fitness. Girls have the opportunity to earn 0.5 credits of each course toward their high school requirements. We also offer Physical Education to our middle school population to meet grade promotion requirements. These courses help to promote health and wellness and teach students how to make healthy lifestyle choices. Due to an increased number of girls wanting to read leisure material throughout the day, PACE has implemented the PACE READS program. This requirement ensures all students take part in 50 minutes of leisure reading on Mondays and Thursdays during the academic day. During this time, girls are given the opportunity to read books, magazines, newspapers, or any other reading materials based on their choice. PACE has also dispersed leisure reading materials throughout the common areas of the building for students to have access to throughout the entire day. In addition to PACE READS, PACE has implemented the Project G.E.M. program. This program ensures all students participate in 50 minutes math learning games, math computer programs and math competitions to strengthen their mathematic and critical thinking skills. Lastly, due to an increased number of girls needing a Vocational course for middle school promotion requirements, we began offering Personal Development and Career Planning in July 2008 to meet this requirement. We also offer Blueprint for Professional Success to the high school population in order to meet the Exit Option GED requirements. This course is also available to all high school students as a 1.0 elective credit to meet high school graduation requirements.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

There is not a High School Feedback Report provided for PACE (or any other DJJ sites). However, through our PACEWORKS program, each student receives a career interest inventory and a career IAP is created for her. A career counselor meets with each student bi-weekly to work on creating a career portfolio. During these meetings, the girl is able to discuss her career aspirations and does research regarding the requirements for pursuing a career in her field of interest. Additionally, all of the girls receive monthly instruction on career-related subjects through their advisory class. Guest speakers come to PACE to discuss career, vocational, and college planning. Workshops are conducted to assist girls with resume writing and college planning. Several vocational field trips are arranged each month so that girls are exposed to a variety of potential occupations. During these field trips, the students learn about the education necessary for a variety of jobs.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June of 2013, 58% (38) of the students in grades 6 through 12 will make learning gains in Reading as measured by the FCAT Assessment. During the 2011-2012 school year, 51% (33) of students who participated in FCAT testing demonstrated learning gains in Reading. During the 2010-2011 school year, 38% (12) of students who participated in BASI pre and post testing demonstrated learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (33)	58% (38)

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 reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>8% (5) of students currently enrolled in the program are working on grade level in Reading. 100% of these students have at least an 85% attendance rate, have never been suspended or retained, and demonstrate a confidence in their Reading ability. Due to their reading abilities and scores, these students are not enrolled in a double block of Intensive Reading.</p>
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<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>11% (4)</p>	<p>19% (7)</p>

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:

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

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:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>By June of 2013, 44% (29)of the students in grades 6 through 8 will make learning gains in Mathematics as measured by the FCAT Assessment. During the 2011-2012 school year 42% (13) of students who participate in testing demonstrated learning gains in Mathematics as measured by the FCAT Assessment. During the 2010-2011 school year, 18% (6) of students who participated in FCAT testing demonstrated learning gains in Mathematics.</p>
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<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

57% (16)

64% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students have not received sufficient instruction in the mathematics standards outlined in the curriculum to demonstrate learning gains and successfully pass the FCAT during the 2011-2012 school year.	<p>1.1. Master Schedule includes Pre-Algebra as an option for students to help strengthen their understanding of mathematical concepts prior to enrolling into courses of higher difficulty.</p> <p>1.2. Math Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats.</p> <p>1.3. Instructors have a common Programs May 2012 18 Rule 6A-1.099811 Revised May 25, 2012 school year 42% (13) of students who participate in testing demonstrated learning gains in Mathematics as measured by the FCAT Assessment. During the 2010-2011 school year, 18% (6) of students who participated in FCAT testing demonstrated learning gains in Mathematics. planning period.</p> <p>1.4. Math tutors will be recruited from the community to assist students with building a foundation in math through individual and small group tutoring/remediation, GED preparation, etc.</p> <p>1.5. Students will utilize PLATO Learning Environment (PLE) to remediate and enrich their math skills as prescribed by Common Assessment and FCAT data.</p> <p>1.6 Teachers will receive training in NGSS and Common Core Standards.</p>	1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier , Guidance Director, Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Advisor	<p>1.1 On-going data chats and progress monitoring of students' learning gains.</p> <p>1.2 Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized.</p> <p>1.3 Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries.</p> <p>1.2-1.5 Monthly supervision meetings, fidelity checks, and data chats.</p> <p>1.4 Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The teachers will ensure girls are being tutored on a regular basis.</p> <p>1.5 Monthly supervision and on-going feedback provided to Academic Managers.</p>	FCAT data, ACT, SAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.
	1.2 The majority of our students scored below grade level in the Content Area of Number Sense, Concepts, and Operations.	<p>1.3 Math Teachers will create lessons that center around building students foundation of using number concepts and computation skills.</p> <p>1.4 Math Teachers and tutors will incorporate manipulatives that</p>	1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier ,	<p>On-going data chats and progress monitoring of students' learning gains.</p> <p>Supervision and support to ensure that instructors keep up with certification renewal and district mandates are</p>	FCAT data, ACT, SAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, Mini Benchmark

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students can utilize during lessons/tutoring sessions to better learn number concepts and computation skills.

1.5 Math Teachers \will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student math skills as prescribed by the Common Assessment and FCAT data in the area of Number Sense, Concepts and Operations.

1.6 Class schedules are created using students FCAT/Algebra/Geometry EOC data.

1.7 Master Schedule includes Pre-Algebra as an option for students to help strengthen their mathematical concepts prior to enrolling into courses of higher difficulty.

1.8 Math Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats.

1.9 Instructors have a common planning period.

1.10 All students will be given the opportunity to work with a volunteer/ tutor and/or Math Teacher Assistant individually or in small groups on a regular basis during class.

1.11 All students are enrolled in Mathematics course(s) that have 18:1 student to teacher ratio or less each class period.

1.12 Teachers will receive training in NGSS and Common Core Standards.

Guidance Director, , Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Adviso

operationalized.

Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries.

Monthly supervision meetings, fidelity checks, and data chats.

On-going data chats and progress monitoring of students' learning gains and classroom observations.

Classroom observation, formal monthly supervision, review of relevant documentation

Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The Instructors will ensure girls are being tutored on a regular basis

Assessments, Florida Ready to Work Common Assessment Post-Test.

Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.

3

1.2 The majority of our students scored below grade level in the Content Area of Number Sense, Concepts, and Operations.

1.3 Math Teachers will create lessons that center around building students foundation of using number concepts and computation skills.

1.4 Math Teachers and tutors will incorporate manipulatives that students can utilize during lessons/tutoring sessions to better learn number concepts and computation skills.

1.5 Math Teachers \will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student math skills as prescribed by the Common Assessment and FCAT data in the area of

1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier , Guidance Director, , Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Adviso

On-going data chats and progress monitoring of students' learning gains.

Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized.

Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries.

Monthly supervision meetings, fidelity checks, and data chats.

On-going data chats and progress monitoring of students' learning gains

FCAT data, ACT, SAT, and/or GED practice tests.

Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.

Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common

	<p>Number Sense, Concepts and Operations.</p> <p>1.6 Class schedules are created using students FCAT/Algebra/Geometry EOC data.</p> <p>1.7 Master Schedule includes Pre-Algebra as an option for students to help strengthen their</p>	<p>and classroom observations.</p> <p>Classroom observation, formal monthly supervision, review of relevant documentation</p> <p>Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The Instructors will ensure girls are being tutored on a regular basis</p>	<p>Assessment Post-Test.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	
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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>8% (2) of students making the lowest percentage of learning gains in Reading are classified as ESE. 8% (2) of students making the lowest percentage of learning gains in Reading are currently in the RTI process to be tested for ESE eligibility. 100% (24) of students making the lowest percentage of learning gains in Reading have been retained at least once. 21% (5) of students making the lowest percentage of learning gains in Reading are inactive ELL classified (C2). 100% (24) of students making the lowest percentage of learning gains in Reading are 2-8 years behind in Reading.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (5)	50% (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
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 : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		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	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	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	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	76% (39) of students on Free and Reduced Lunch and not making AYP in Reading. 33% (3) of students on Free and Reduced Lunch and not making AYP in Reading are classified as ESE. 5% (3) of students on Free and Reduced Lunch and not making AYP in Reading are currently in the RTI process to be tested for ESE eligibility. 95% (48) of students on Free and Reduced Lunch and not making AYP in Reading have been retained at least once. 4% (2) of students on Free and Reduced Lunch and not making AYP in Reading are inactive ELL classified (C2). 93% (47) of students on Free and Reduced Lunch and not making AYP in Reading are 2-8 years behind in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (8)	30% (11)

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	Please see the above-mentioned anticipated barrier in 1.4.	Please see the above-mentioned strategy in 1.4.	Please see the above-mentioned person or position responsible for monitoring in 1.4.	Please see the above-mentioned process used to determine effectiveness of strategy in 1.4.	Please see the above-mentioned evaluation tool in 1.4.

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
FAIR Training	6-12 All Subjects	Ms. Shaw & Ms. Ethridge	School-wide	Academic Meetings/Common Planning Periods	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach
Strategies for Reading in the Content Areas	6-12 All Subjects	Mary Shaw & District Lead Reading Trainings	School-wide	Academic Meetings/Common Planning Periods Reading Department Training	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach.
Vocabulary Development Strategies	6-12 All Subjects	Mary Shaw & District Lead Reading Trainings	School-wide	Academic Meetings/Common Planning Periods Reading Department Training	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach.
Reading Comprehension Development Strategies	6-12 All Subjects	Mary Shaw & District Lead Reading Trainings	School-wide	Academic Meetings/Common Planning Periods Reading Department Training	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach.
	NGSSS/Common Core Standards Training	6-12 All Subjects	Ms. Shaw & Ms. Ethridge District Training	Planning Days, Early Release Days Reading Department Training	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach
REWARDS/Rewards Plus Social Studies Training	6-8 Reading	Mary Shaw & District Lead Reading Trainings	Tara Escibano	Planning Days, Early Release Days Reading Department Training	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach
EDGE Training	9-12 Reading	Mary Shaw & District Lead Reading Trainings	Denielle Kistler	Planning Days, Early Release Days Reading Department Training	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Mary Shaw, Reading Coach

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

Enhance teachers' knowledge of methods of instructional delivery in reading to enhance pre, during, and post reading strategies for students.	Attend district training as offered (see above).	SBBC	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

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

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:	By June of 2013, 44% (29) of the students in grades 6 through 8 will make learning gains in Mathematics as measured by the FCAT Assessment. During the 2011-2012 school year 42% (13) of students who participate in testing demonstrated learning gains in Mathematics as measured by the FCAT Assessment. During the 2010-2011 school year, 18% (6) of students who participated in FCAT testing demonstrated learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (16)	64% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students have not received sufficient instruction in the mathematics standards outlined in the curriculum to demonstrate learning gains and successfully pass the FCAT during the 2011-2012 school year.	1.1. Master Schedule includes Pre-Algebra as an option for students to help strengthen their understanding of mathematical concepts prior to enrolling into courses of higher difficulty. 1.2. Math Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats. 1.3. Instructors have a common planning period. 1.4. Math tutors will be recruited from the community to assist students with building a foundation in math through individual and small group tutoring/remediation, GED preparation, etc. 1.5. Students will utilize PLATO Learning Environment (PLE) to remediate and enrich their math skills as prescribed by Common Assessment and FCAT data. 1.6 Teachers will receive training in NGSS and Common Core Standards.	1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier , Guidance Director, , Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Advisor	1.1 On-going data chats and progress monitoring of students' learning gains. 1.2 Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized. 1.3 Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries. 1.2-1.5 Monthly supervision meetings, fidelity checks, and data chats. 1.4 Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The teachers will ensure girls are being tutored on a regular basis. 1.5 Monthly supervision and on-going feedback provided to	FCAT data, ACT, SAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.
	1.2 The majority of our students scored below	1.3 Math Teachers will create lessons that	1.1 thru 1.5 Olivia Day,	On-going data chats and progress monitoring of	FCAT data, ACT, SAT, and/or GED

2	<p>grade level in the Content Area of Number Sense, Concepts, and Operations.</p>	<p>center around building students foundation of using number concepts and computation skills.</p> <p>1.4 Math Teachers and tutors will incorporate manipulatives that students can utilize during lessons/tutoring sessions to better learn number concepts and computation skills.</p> <p>1.5 Math Teachers \will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student math skills as prescribed by the Common Assessment and FCAT data in the area of Number Sense, Concepts and Operations.</p> <p>1.6 Class schedules are created using students FCAT/Algebra/Geometry EOC data.</p> <p>1.7 Master Schedule includes Pre-Algebra as an option for students to help strengthen their understanding of mathematical concepts prior to enrolling into courses of higher difficulty.</p> <p>1.8 Math Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats.</p> <p>1.9 Instructors have a common planning period.</p> <p>1.10 All students will be given the opportunity to work with a volunteer/ tutor and/or Math Teacher Assistant individually or in small groups on a regular basis during class.</p> <p>1.11 All students are enrolled in Mathematics course(s) that have 18:1 student to teacher ratio or less each class period.</p> <p>1.12 Teachers will receive training in NGSS and Common Core Standards.</p>	<p>Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier , Guidance Director, , Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Advisor</p>	<p>students' learning gains. Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized. Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries. Monthly supervision meetings, fidelity checks, and data chats. On-going data chats and progress monitoring of students' learning gains and classroom observations. Classroom observation, formal monthly supervision, review of relevant documentation Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The Instructors will ensure girls are being tutored on a regular basis</p>	<p>practice tests. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.</p>
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<p>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:</p>	
<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p> <p>Mathematics Goal #1b:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	5% (3) of students currently enrolled in the program are working on grade level in Math. 100% of these students have at least an 85% attendance rate, have never been suspended or retained, and demonstrate a confidence in their Reading ability. Due to their mathematical abilities and scores, these students do not need to be enrolled in either Pre Algebra or Informal Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (3)	17% (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
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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	The majority of these students who are currently enrolled in the program have at least an 85% attendance rate, demonstrate a confidence in their mathematical ability, and actively participate in class and program-wide math initiatives (i.e. Project GEM, tutoring, etc.).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (25)	52% (31)

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 mathematics. Mathematics Goal # 3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal # 4:	The majority of these students who are currently enrolled in the program have at least an 85% attendance rate, demonstrate a confidence in their mathematical ability, and actively participate in class and program-wide math initiatives (i.e. Project GEM, tutoring, etc.).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (25)	52% (31)

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	See Anticipated Barrier 2.1.	See 2.1	See 2.1	See 2.1	See 2.1

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 : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:		There were not enough students tested in this subgroup to report on data.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		There were not enough students tested in this subgroup to report on data.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	There were not enough students tested in this subgroup to report on data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	18% (9) of students on Free and Reduced Lunch and not making AYP in Math are classified as ESE. 5% (3) of students on Free and Reduced Lunch and not making AYP in Math are currently in the RTI process to be tested for ESE eligibility. 95% (48) of students on Free and Reduced Lunch and not making AYP in Math have been retained at least once. 9% (5) of students on Free and Reduced Lunch and not making AYP in Math are inactive ELL classified (C2). 93% (47) of students on Free and Reduced Lunch and not making AYP in Math are 2-8 years behind in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (24)	55% (28)

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				

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

Algebra End-of-Course (EOC) Goals

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

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

<p>1. Students scoring at Achievement Level 3 in Algebra.</p> <p>Algebra Goal #1:</p>	<p>By June of 2013, 80% (16) of the students in grades 9 through 12 will make learning gains in Mathematics as measured by the Algebra EOC Exam/Assessment.</p> <p>*Projection is based on assessing approximately 20 students in 2013 versus 4 in 2012.</p> <p>During the Winter 2011-2012 Algebra I EOC exam, 42% (8) students demonstrated learning gains by passing with a level 3 score or higher.</p> <p>During the Spring 2012 Algebra I EOC exam, 25% (1) student demonstrated learning gains by passing with a level 3 score or higher.</p> <p>During the Summer 2012 Algebra I EOC exam, 17% (1) student demonstrated learning gains by passing with a level 3 score or higher.</p> <p>When comparing data from the Winter 2011-2012 Algebra I EOC exam to the Spring 2012 test 66% (2) students demonstrated learning gains by passing with a level 3 score or higher.</p> <p>*This is based on the total number of students who were still enrolled and needed to retake the Algebra I EOC exam due to not passing previously.</p> <p>When comparing data from the Spring 2012 Algebra I EOC exam to the Summer 2012 test 100% (1) student demonstrated learning gains by passing with a level 3 score or higher.</p> <p>*This is based on the total number of students who were still enrolled and needed to retake the Algebra I EOC exam due to not passing previously.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3) *This is based on the total number of students who needed to retake the Algebra I EOC exam due to not passing previously and showed learning gains	80% (16) *Projection is based on assessing approximately 20 students in 2013 versus 4 in 2012

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Students have not received sufficient instruction in the mathematics standards outlined in the curriculum to demonstrate learning gains and successfully pass the Algebra EOC exam during the 2011-2012 school year.	1.6. Master Schedule includes Pre-Algebra as an option for students to help strengthen their understanding of mathematical concepts prior to enrolling into courses of higher difficulty. 1.7. Math Instructors receive on-going support and professional	1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier, Guidance Director, Javett Smith, Math	1.1 On-going data chats and progress monitoring of students' learning gains. 1.2 Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized. 1.3 Daily correspondence with Whiddon Rogers	Algebra EOC data, ACT, SAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common

1

development training and time is set aside for fidelity checks and data chats.

1.8. Instructors have a common planning period.

1.9. Math tutors will be recruited from the community to assist students with building a foundation in math through individual and small group tutoring/remediation, GED preparation, etc.

1.10. Students will utilize PLATO Learning Environment (PLE) to remediate and enrich their math skills as prescribed by Common Assessment and FCAT, Algebra, and Geometry EOC data.

1.11. Pull-out and push-in groups to better prepare students for the assessment.

Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Adviso

Guidance Staff and review of MIS entries.

1.2-1.5 Monthly supervision meetings, fidelity checks, and data chats.

1.4 Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The teachers will ensure girls are being tutored on a regular basis.

1.5 Monthly supervision and on-going feedback provided to Academic Managers.

Assessment Post-Test. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.

2

1.13 The majority of our students scored below grade level in the Content Area of Number Sense, Concepts, and Operations.

1.14 Math Teachers will create lessons that center around building students foundation of using number concepts and computation skills.

1.15 Math Teachers and tutors will incorporate manipulatives that students can utilize during lessons/tutoring sessions to better learn number concepts and computation skills.

1.16 Math Teachers will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student math skills as prescribed by the Common Assessment and FCAT data in the area of Number Sense, Concepts and Operations.

1.17 Class schedules are created using students FCAT/Algebra/Geometry EOC data.

1.18 Master Schedule includes Pre-Algebra as an option for students to help strengthen their understanding of mathematical concepts prior to enrolling into courses of higher difficulty.

1.19 Math Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats.

1.20 Instructors have a common planning period.

1.21 All students will be

1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier, Guidance Director, Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Advisor

On-going data chats and progress monitoring of students' learning gains.

Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized.

Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries.

Monthly supervision meetings, fidelity checks, and data chats.

On-going data chats and progress monitoring of students' learning gains and classroom observations.

Classroom observation, formal monthly supervision, review of relevant documentation

Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The Instructors will ensure girls are being tutored on a regular basis.

Algebra EOC data, ACT, SAT, and/or GED practice tests.

Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.

Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.

	<p>given the opportunity to work with a volunteer/ tutor and/or Math Teacher Assistant individually or in small groups on a regular basis during class.</p> <p>1.22 All students are enrolled in Mathematics course(s) that have 18:1 student to teacher ratio or less each class period.</p> <p>1.23 Teachers will receive training in NGSS and Common Core Standards.</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

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

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

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

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

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

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

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

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

3E. Economically Disadvantaged students not making 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:		By June of 2013, 20% (4) of the students in grades 9 through 12 will make learning gains in Mathematics as measured by the Geometry EOC Exam/Assessment. *Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012. During the Spring 2012 Geometry EOC exam, 100% (8) students demonstrated learning gains by scoring at or above the state mean score of 49.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
100% (8)		20% (4) *Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Students have not received sufficient instruction in the mathematics standards outlined in the curriculum to demonstrate learning gains and successfully pass the Geometry EOC exam during the 2011-2012 school year.	1.12. Master Schedule includes Informal Geometry as an option for students to help strengthen their understanding of mathematical concepts prior to enrolling into courses of higher difficulty. 1.13. Math Instructors receive on-going support and professional development training and time is set aside for	1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier, Guidance Director, Javett Smith, Math Teacher/Advisor; Tara Escibano, Math & Reading	1.1 On-going data chats and progress monitoring of students' learning gains. 1.2 Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized. 1.3 Daily correspondence with Whiddon Rogers, Guidance Staff and review of MIS entries.	Geometry EOC data, ACT, SAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.

1

fidelity checks and data chats.

1.14. Instructors have a common planning period.

1.15. Math tutors will be recruited from the community to assist students with building a foundation in math through individual and small group tutoring/remediation, GED preparation, etc.

1.16. Students will utilize PLATO Learning Environment (PLE) to remediate and enrich their math skills as prescribed by Common Assessment and FCAT, Algebra, and Geometry EOC data.

1.17. Pull-out and push-in groups to better prepare students for the assessment.

Teacher/Advisor

1.2-1.5 Monthly supervision meetings, fidelity checks, and data chats.

1.4 Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Mathclasses on a regular basis. The teachers will ensure girls are being tutored on a regular basis.

1.5 Monthly supervision and on-going feedback provided to Academic Managers.

Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.

2

1.24 The majority of our students scored below the state average in the Content Area of Two-Dimensional Geometry.

1.25 Math Teachers will create lessons that center around building students foundation of Two-Dimensional Geometry skills and problem-solving.

1.26 Math Teachers and tutors will incorporate manipulatives that students can utilize during lessons/tutoring sessions to better learn number concepts and computation skills.

1.27 Math Teachers will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student math skills as prescribed by the Common Assessment and FCAT data in the areas of Two-Dimensional Geometry and problem-solving.

1.28 Class schedules are created using students FCAT/Algebra/Geometry EOC data.

1.29 Master Schedule includes Informal Geometry as an option for students to help strengthen their understanding of mathematical concepts prior to enrolling into courses of higher difficulty.

1.30 Math Instructors receive on-going support and professional development training and time is set aside for

1.1 thru 1.5
Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Renee Hudson, Math Coach; Sherrie Poitier, Guidance Director, Javett Smith, Math Teacher/Advisor; Tara Escribano, Math & Reading Teacher/Advisor

On-going data chats and progress monitoring of students' learning gains.

Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized.

Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries.

Monthly supervision meetings, fidelity checks, and data chats.

On-going data chats and progress monitoring of students' learning gains and classroom observations.

Classroom observation, formal monthly supervision, review of relevant documentation

Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Math classes on a regular basis. The Instructors will ensure girls are being tutored on a regular basis.

Geometry EOC data, ACT, SAT, and/or GED practice tests.

Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.

Progress monitoring, data chats, teacher observation, Mini Benchmark Assessments, Florida Ready to Work Common Assessment Post-Test.

	fidelity checks and data chats. 1.31 Instructors have a common planning period. 1.32 All students will be given the opportunity to work with a volunteer/ tutor individually or in small groups on a regular basis during class. 1.33 All students are enrolled in Mathematics course(s) that have 18:1 student to teacher ratio or less each class period. 1.34 Teachers will receive training in NGSS and Common Core Standards.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in 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 # <input type="text"/> 3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies for Developing Geometry, Spatial Sense, and Two-Dimensional Geometry	6-12 Math	Renee Hudson & or District Offered Trainings	6-12 Math Teachers	Academic Meetings/Common Planning Periods, Early Release and Planning Days Math Department Training	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Javett Smith, Math Teacher/Advisor; Tara Escribano, Math Teacher/Advisor; Renee Hudson, Math Coach WREC
PLATO Learning Environment (PLE) Training	6-12 Math	Renee Hudson & or District Offered Trainings	School Wide	Academic Meetings/Common Planning Periods, Early Release and Planning Days Math Department Training	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Javett Smith, Math Teacher/Advisor; Tara Escribano, Math Teacher/Advisor; Renee Hudson, Math Coach WREC
State Adopted Text book/ Curriculum & NGSSS/Commor Core Standrards Training	6-12 Math	Renee Hudson & or District Offered Trainings	6-12 Math Teachers	Academic Meetings/Common Planning Periods, Early Release and Planning Days Math Department Training	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Javett Smith, Math Teacher/Advisor; Tara Escribano, Math Teacher/Advisor; Renee Hudson, Math Coach WREC
Strategies for Developing Number Sense, Concepts And Operations.	6-12 Math	Renee Hudson & or District Offered Trainings	6-12 Math Teachers	Academic Meetings/Common Planning Periods, Early Release and Planning Days Math Department Training	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Javett Smith, Math Teacher/Advisor; Tara Escribano, Math Teacher/Advisor; Renee Hudson, Math Coach WREC

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance teachers' knowledge of methods of instructional delivery in mathematics to enhance basic mathematical, Algebra, and Geometry skills which align with the NGSSS & Common Core Standards.	Attend district training as offered (see above).	SBBC	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The majority of our 8th and 11th graders are currently not enrolled in a Science course (due to meeting the Science HS graduation requirement by the time they enroll with us or having already earned their middle school Science credit). 60% of 8th graders and 50% of 11th graders have less and 80% attendance rate. In addition, 75% (9) of 8th graders scored less than a level 3 in Reading on the FCAT and 92% (11) scored less than a level 3 in Math. Of the 11th graders tested on the FCAT, 71% (5) scored less than a level 3 in Reading and 57% (4) scored less than a level 3 in Math.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
.05%/(1)		10% (2)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The majority of	1.1. Science-themed	1.1.	1.1. thru 1.3	1.1. FCAT Explorer,

<p>our 8th and 11th graders are currently not enrolled in a Science course (due to meeting the Science HS graduation requirement by the time they enroll with us or having already earned their middle school Science credit).</p>	<p>activities will be integrated through the Content Area courses to increase exposure of Science concepts and current events to all students.</p> <p>1.2. Students will be required to utilize FCAT Explorer to increase their knowledge in Science content areas.</p> <p>1.3. Teachers will continue to utilize Current Health and Science World scholastic magazines as a way to introduce Science-related topics into their everyday lessons.</p> <p>1.4. All students enrolled in Science course will be given the opportunity to work individually or in small groups on hands-on Science labs on a routine basis.</p> <p>1.5. The Internet and other media resources will be utilized for accessing information to further research Science-related topics.</p> <p>1.6. Students will practice their scientific knowledge and skills using FCAT Science practice assessments given by the Science teacher.</p> <p>1.7. Students enrolled in Science class will be given opportunities to connect and apply Scientific concepts to real-world experiences through guest speakers, field trips, etc.</p> <p>1.8. Students will utilize PLATO Learning Environment to assist in developing Science knowledge and skills, as well as inquire and use a basic vocabulary for reading Science material and relate selections to an understanding of self</p>	<p>MichaelBiggerman, ScienceTeacher; Kendra Orr, Denise Joseph, and Beatriz dos Santos,Content Area Teachers; Olivia Day and Jennifer Ethridge, Academic Managers.</p>	<p>On-going data chats and progress monitoring of students' learning gains, Supervision and support to ensure that instructors keep up with certification renewal and District Mandates are operationalized.</p>	<p>FCAT, and Informal Assessments.</p>
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		and others.			
2	1.2 100% of our students scored below grade level in the content area of Scientific Thinking.	<p>1.2 Science teacher will create lessons that center around applying scientific processes to problem-solving, predicting events based on patterns within systems, and explaining the impact of technology on society.</p> <p>1.3 Science Teacher and Teacher Assistant will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student Science skills as prescribed by FCAT data in the area of Scientific Thinking.</p> <p>1.4 Science Teacher will receive on-going support and professional development training and time is set aside for fidelity checks and data chats.</p> <p>1.5 Instructors have a common planning period.</p> <p>1.6 All students will be given the opportunity to work with a Science volunteer/ tutor individually or in small groups on a regular basis during class.</p> <p>1.7 All students are enrolled in a Science course that has 18:1 student to teacher ratio or less each class period.</p>	1.2. thru 1.7 Michael Biggerman, Science Teacher; Kendra Orr, Denise Joseph, and Beatriz dos Santos, Content Area Teachers; Olivia Day and Jennifer Ethridge, AcademicManagers.	1.2. thru 1.7 On-going data chats and progress monitoring of students' learning gains, Supervision and support to ensure that instructors keep up with certification renewal and District Mandates are operationalized.	1.2 thru 1.7 FCAT Explorer, FCAT, and InformalAssessments.

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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The majority of our 8th and 11th graders are currently not enrolled in a Science course (due to meeting the Science HS graduation requirement by the time they enroll with us or having already earned their middle school Science credit). 60% of 8th graders and 50% of 11th graders have less and 80% attendance rate. In addition, 75% (9) of 8th graders scored less than a level 3 in Reading on the FCAT and 92% (11) scored less than a level 3 in Math. Of the 11th graders tested on the FCAT, 71% (5) scored less than a level 3 in Reading and 57% (4) scored less than a level 3 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 100% of our students scored below grade level in the content area of Scientific Thinking.	<p>2.1 Science teacher will create lessons that center around applying scientific processes to problem-solving, predicting events within systems, and explaining the impact of technology on society.</p> <p>2.2 Science Teacher and Teacher Assistant will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student Science skills as prescribed by FCAT data in the area of Scientific Thinking.</p> <p>2.3 Science Teacher will receive on-going support and professional development training and time is set aside for fidelity checks and data chats.</p> <p>2.4 Instructors have a common planning period.</p>	2.1 thru 2.6 Michael Biggerman, Science Teacher; Kendra Orr, Denise Joseph, and Beatriz dos Santos, Content Area Teachers; Olivia Day and Jennifer Ethridge, Academic Managers.	2.1. thru 2.6 On-going data chats and progress monitoring of students' learning gains, Supervision and support to ensure that instructors keep up with certification renewal and District Mandates are operationalized.	2.1 thru 2.6 FCAT Explorer, FCAT, and Informal Assessments.

	<p>2.5 All students will be given the opportunity to work with a Science volunteer/ tutor individually or in small groups on a regular basis during class.</p> <p>2.6 All students are enrolled in a Science course that has 18:1 student to teacher ratio or less each class period.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.</p> <p>Science Goal #2b:</p>				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
<p>Problem-Solving Process to Increase Student Achievement</p>				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>No Data Submitted</p>				

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:

<p>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p> <p>Science Goal #1:</p>		
2012 Current Level of Performance:	2013 Expected Level of Performance:	
<p>Problem-Solving Process to Increase Student Achievement</p>		

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology.		By June of 2013, 20% (4) of the students in grades 9 through 12 will make learning gains in Biology as measured by the Biology EOC Exam/Assessment. *Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012. During the Spring 2012 Biology EOC exam, 13% (1) student demonstrated learning gains by scoring at or above the state mean score of 49.			
Biology Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
13% (1)		20% (4) *Projection is based on assessing approximately 20 students in 2013 versus 8 in 2012			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Students have not received sufficient	1.18. Science Instructor receives on-	1.1 thru 1.5 Olivia Day,	1.1 On-going data chats and progress	Biology EOC data, ACT, SAT,

1

<p>instruction in Science standards outlined in the curriculum to demonstrate learning gains and successfully pass the Biology EOC exam during the 2011-2012 school year</p>	<p>going support and professional development training and time is set aside for fidelity checks and data chats. 1.19. Instructor has a common planning period. 1.20. Science tutor will be recruited from the community to assist students with building a foundation in Science through individual and small group tutoring/remediation, GED preparation, etc. 1.21. Students will utilize PLATO Learning Environment (PLE) to remediate and enrich their Science skills as prescribed by FCAT and Biology EOC data. 1.22. Pull-out and push-in groups to better prepare students for the assessment. 1.23. Teachers will receive training in NGSS and Common Core Standards</p>	<p>Academic Manager; Jennifer Ethridge, Academic Manager; Lotoya Joseph-Brown, Science Coach WREC; Sherrie Poitier, Guidance Director, Sarah Leace, Science Teacher/Advisor</p>	<p>monitoring of students' learning gains. 1.2 Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized. 1.3 Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries. 1.2-1.5 Monthly supervision meetings, fidelity checks, and data chats. 1.4 Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Science classes on a regular basis. The teachers will ensure girls are being tutored on a regular basis. 1.5 Monthly supervision and on-going feedback provided to Academic Managers.</p>	<p>FCAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, and Mini Benchmark Assessments. Progress monitoring, data chats, teacher observation, and Mini Benchmark Assessments</p>
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2

<p>1.2 The majority of our students scored below the state average in the Content Area Molecular and Cellular Biology. 1.35 Science Teacher will create lessons that center around building students foundation of Molecular and Cellular Biology. 1.36 Science Teacher will create lessons that center around building students foundation of Molecular and Cellular Biology. 1.36</p>	<p>1.35 Science Teacher will create lessons that center around building students foundation of Molecular and Cellular Biology. 1.36 Science Teacher and tutors will incorporate hands-on and virtual labs which students can participate in during lessons and tutoring sessions. 1.37 Science Teacher will integrate PLATO Learning Environment (PLE) into their instruction to remediate and enrich student Science skills as prescribed by FCAT and Biology EOC data in the areas of Molecular and Cellular Biology. 1.38 Class schedules are created using students FCAT and Biology EOC data.. 1.39 Science Instructor receives on-going support and professional development training and time is set aside for fidelity checks and data chats. 1.40 Instructors have a common planning period. 1.41 All students will</p>	<p>1.1 thru 1.5 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Lotoya Joseph-Brown, Science Coach WREC; Sherrie Poitier, Guidance Director, Sarah Leace, Science Teacher/Advisor</p>	<p>On-going data chats and progress monitoring of students' learning gains. Supervision and support to ensure that instructors keep up with certification renewal and district mandates are operationalized. Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries. Monthly supervision meetings, fidelity checks, and data chats. On-going data chats and progress monitoring of students' learning gains and classroom observations. Classroom observation, formal monthly supervision, review of relevant documentation Ann Mihaiu and Academic Managers ensure volunteers are scheduled to tutor in the Science classes on a regular basis. The</p>	<p>Biology EOC data, ACT, SAT, FCAT, and/or GED practice tests. Progress monitoring, data chats, teacher observation, and Mini Benchmark Assessments.</p>
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	<p>be given the opportunity to work with a volunteer/ tutor individually or in small groups on a regular basis during class.</p> <p>1.42 All students are enrolled in Science course(s) that have 18:1 student to teacher ratio or less each class period.</p> <p>1.43 Teachers will receive training in NGSS and Common Core Standards.</p> <p>1.24. Pull-out and push-in groups to better prepare students for the assessment</p>		Instructors will ensure girls are being tutored on a regular basis.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.		Increase number of students scoring Level 4 or 5 on biology EOC by 2%		
Biology Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
0% of students scored level 4 or 5		2% of students taking the Biology EOC will score Level 4 or 5		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Enhance teachers' knowledge of methods in instructional delivery of Science to enhance students' basic Science skills, with a focus in Molecular and Cellular Biology, which align with the NGSSS & Common Core Standards	Attend district training as offered (see above).	SBBC	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

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:	60% of 8th graders and 50% of 10th graders have less and 80% attendance rate. In addition, 75% (9) of 8th graders and 71% (5) of 10th graders tested on the 2010 FCAT scored less than a level 3 in Reading. 33% of 8th and 10th graders scored a level 3.0 in writing as measured on the 2010 FCAT assessment (this was a passing score for 2009 FCAT assessment). 86% (18) students scored a level 3.0 or above on the 2010 FCAT assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (11) This is the percentage of students achieving AYP and who scored 4 or higher on the Writing FCAT.	62% (13) This is the anticipated percentage of students achieving AYP and who will score 4 or higher on the Writing FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The majority of students did not demonstrate proficiency in their ability to focus and write on topic as measured on the 2010 Writing FCAT	1.1 School-wide writing prompts will be administered on a quarterly basis to help students improve writing skills in the area of focus. 1.2 Students will be	1.1 thru 1.12 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Mary Shaw, Reading Coach; Lashawnda	1.1. thru 1.12 School-Wide Writing Prompts (4) Per Year, BASI and FCAT Data. Supervision and support to ensure that instructors keep up	1.1. thru 1.12 School-Wide Writing Prompts (4) Per Year, BASI and FCAT Data.

assessment.

given the opportunity to journal write in all classes on a given topic, as a jump start/"Do Now" activity (and as a therapeutic intervention).

1.3 Students will have the opportunity to participate in Writing Initiatives such as school-wide essay contests and Literary Magazine Entries.

1.4 English/Language Arts, Reading and Content Area Teachers will create lessons that center around building students' foundational writing skills to include helping them remain focused when writing on a given topic.

1.5 English/Language Arts Teacher will integrate PLATO Learning Environment (PLE) as necessary into his instruction to remediate and enrich students' writing skills as prescribed by BASI assessment and FCAT data in the area of writing with focus on a given topic.

1.6 English/Language Arts Teacher "In- Field Teaching Status".

1.7 English/Language Arts Teacher will receive on-going support and professional development training and time is set aside for fidelity checks and data chats.

1.8 Instructors have a common planning period.

1.9 Reading Initiatives such as PACE READS reading initiative, Share-A-Pet Reading/Pet Therapy program and Book Club.

1.10 Reading Teacher Assistant will be hired to assist teacher with building students foundation in reading (individual and small group tutoring/remediation, GED preparation, etc).

1.11 All students will be given the opportunity to work with a volunteer/ tutor and individually or in small groups on a regular basis during class.

1.12 All students are enrolled in an

Buckner;
Instructional Coach, Michael McEnnis,
English/Language Arts
Instructor/Advisor;
Kendra Orr, Reading Instructor/Advisor;
Denise Joseph, Reading Instructor/Advisor;
and all Content Area Teachers.

with certification renewal and District Mandates are operationalized.

On-going feedback provided to Academic Managers, fidelity checks, progress monitoring of student learning gains through data chats.

Data Chats using Virtual Counselor, Data Warehouse Reports.
Supervision Documentation, Email correspondence, facsimile transmittal receipts, meeting sign- in sheets, Visitor Sign-In Sheets.

		<p>English/Language Arts course that has 18:1 student to teacher ratio or less each class period.</p> <p>1.13 Students will utilize EDGE Writing Grammar Labs and Plato Learning Environment to assist in developing language skills and acquire and use a basic vocabulary for reading and relate literature selections to an understanding of self and others.</p> <p>1.14 Students will be given a weekly writing prompt using the FCAT Writing Assessment Rubric as a guide for practice and feedback.</p> <p>1.15 The internet and other media resources will be utilized for accessing information to write research papers.</p> <p>1.16 Students will engage in on-going FCAT preparation during Language Arts/ English classes and learn test-taking strategies.</p>			
	<p>1.2. The majority of students did not demonstrate proficiency in the area of developing organizational patterns when writing on a given topic as measured on the 2010 Writing FCAT assessment.</p>	<p>1.2 School-wide writing prompts will be administered on a quarterly basis to help students improve writing skills in the area of developing organizational patterns when writing on a given topic.</p> <p>1.3 Students will be given the opportunity to journal write in all classes on a given topic as a jump start/"Do Now" activity (and as a therapeutic intervention).</p> <p>1.4 Students will have the opportunity to participate in Writing Initiatives such as school-wide essay contests and Literary Magazine Entries.</p> <p>1.5 English/Language Arts, Reading and Content Area Teachers will create lessons that center around building students foundation of writing using skills to help students utilize proper organizational patterns in their writing samples.</p> <p>1.6 English/Language Arts Teacher will integrate PLATO Learning Environment (PLE) as necessary into</p>	<p>1.2 thru 1.13 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Mary Shaw, Reading Coach; Lashawnda Buckner; Instructional Coach, Michael McEnnis, English/Language Arts Instructor/Advisor; Kendra Orr, Reading Instructor/Advisor; Denise Joseph, Reading Instructor/Advisor; and all Content Area Teachers.</p>	<p>1.2. thru 1.13 School Wide Writing Prompts (4) Per Year, BASI and FCAT Data.</p> <p>Supervision and support to ensure that instructors keep up with certification renewal and District Mandates are operationalized.</p> <p>On-going feedback provided to Academic Managers, fidelity checks, progress monitoring of student learning gains through data chats.</p>	<p>1.2. thru 1.13 School Wide Writing Prompts (4) Per Year, BASI and FCAT Data.</p> <p>Data Chats using Virtual counselor, Data Warehouse Reports. Supervision Documentation, Email correspondence, facsimile transmittal receipts, meeting sign- in sheets, Visitor Sign-In Sheets.</p>

2		<p>his instruction to remediate and enrich students' writing skills as prescribed by BASI assessment and FCAT data in the area of writing with organizational patterns.</p> <p>1.7 English/Language Arts Teacher "In- Field Teaching Status"</p> <p>1.8 English/Language Arts Teacher will receive on-going support and professional development training and time is set aside for fidelity checks and data chats.</p> <p>1.9 Instructors have a common planning period.</p> <p>1.10 Reading Initiatives such as PACE READS reading initiative, Share-A-Pet Reading/Pet Therapy program and Book Club.</p> <p>1.11 Reading Teacher Assistant will be hired to assist teacher with building students foundation in reading (individual and small group tutoring/remediation, GED preparation, etc).</p> <p>1.12 All students will be given the opportunity to work with a volunteer/ tutor and individually or in small groups on a regular basis during class.</p> <p>1.13 All students are enrolled in an English/Language Arts course that has 18:1 student to teacher ratio or less each class period.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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
Biology EOC and FCAT Training	8-12 Science	District	8-12	District Calendar	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Sarah Leace, Science Teacher/Advisor; Lotoya Joseph-Brown, Science Coach WREC
NGSSS and Common Core Standards Training	6-12 All Subjects	District	School-wide	District Calendar	Data Chats, Fidelity Checks, CWT, classroom observations and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Sarah Leace, Science Teacher/Advisor; Lotoya Joseph-Brown, Science Coach WREC

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

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-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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:	The 2011-2012 average daily attendance rate was 78% . The 2010-2011 average daily attendance rate was 69%. During 2010-2011 95% of students had 10 or more absences. During 2010-2011 90% of students had 10 or more tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
78% (62)	88% (70)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
73% (58)	63% (50)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
46% (37)	36% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students do not have access to Broward County Buses as a means of transportation to and from school.	1.1. Students who qualify for Free and Reduced Lunch Program are provided with a bus pass that is renewed every thirty days to help increase attendance rate.	1.1. Counselor II, Instructor/Advisors, Academic Managers, Social Service Managers and Program Director.	1.1. Monthly Contract Census Reports from ETO/ Social Solutions Software will be revised on a monthly basis to determine effectiveness and for progress monitoring purposes.	1.1. Monthly Contract Census Report Data, Daily Attendance Detail and Daily Documentation of Classroom Efforts in ETO Social Solutions.
	1.2. The majority of students who were enrolled in the program during the 2010-2011 school year report having a lack of family support in terms of encouraging girl to attend school on time and daily.	1.2. PACE Counselor II Staff contact parent/guardians daily via telephone by 9:30 a.m. to inquire as to why student has not yet arrived at school. 1.3. Parent and Girl are required to participate in Monthly Conferences	1.2 and 1.3 Counselor II, Instructor/Advisors, Academic Managers, Social Service Managers and Program Director.	1.2. Monthly Contract Census Reports from ETO/ Social Solutions Software will be revised on a monthly basis to determine effectiveness and for progress monitoring purposes.	

2		where student attendance rate and progress are reviewed. When deemed necessary as a form of intervention, girl is placed on Self Improvement Plan in order to identify concrete goals and objectives towards improving her attendance rate			
3	1.3. Girls report and demonstrate a lack of motivation to attend school on a regular basis especially during the summer time.	1.3. Program recognizes girls who show improved attendance as well as girls who maintain an 80% attendance rate or above with special rewards, field trips, and other various incentives and rewards. 1.4 Girls meet with their counselor on a bi-weekly basis at minimum to discuss any barriers and possible solutions to increasing and maintaining an 80% attendance rate. 1.5 To help increase student motivation to attend school, staff routinely plan program-wide events such as guest speakers, field trips, etc.	1.3. thru 1.6 Counselor II, Instructor/Advisors, Academic Managers, Social Service Managers and Program Director.	1.3. Monthly Contract Census Reports from ETO/ Social Solutions Software will be revised on a monthly basis to determine effectiveness and for progress monitoring purposes.	

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
Increase staff awareness of surrounding barriers to students achieving proficient attendance and strategies to help girls and families overcome identified barriers.	6-12 All Subjects	TBD Professional Development offered by PACE Inc, School District of Broward County, and Children Services Council of Broward	School-wide	Planning Days and Early Release Days	Monthly Contract Census Reports from ETO/ Social Solutions Software to determine effectiveness and for progress monitoring purposes.	Olivia Day, Academic Manager & Jennifer Ethridge, Academic Manager

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
Increase staff awareness of surrounding barriers to students achieving proficient attendance and strategies to helping girls and families overcome identified barriers.	Professional Development offered by PACE Inc, School District of Broward County, and Children Services Council of Broward County.	Department of Juvenile justice Private donations Grant funding to be secured	\$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:	71% (51) of the students enrolled during the 2009-2010 school year had been previously expelled or suspended prior to enrolling in the PACE Program. 68% (49) of students enrolled in the program during he 2009-2010 school year had prior arrests, court involvement and/or gang involvement prior to enrolling in the PACE program. More than 50% of girls enrolled in the program have experienced one or more of the following types of victimization (physical, sexual, rape, or emotional abuse). 77% (56) girls report struggling with one or more of the following addictions (substance abuse, alcohol or cigarettes).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0% (0) PACE utilizes the following interventions in order to prevent and in lieu of In-School Suspensions: Case-Management, peer and staff conflict resolutions, Treatment Team Meetings, behavior improvement plans, school-wide strength-based and gender-responsive behavior management plan, home visits, and outside agency referrals.	0% (0) PACE will not be offering and will continue to prevent In-School Suspension during the 2010-2011 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0% (0) PACE did not offer In-School Suspension during the 2009-2010 school year.	0% (0) PACE will not be offering In-School Suspension during the 2010-2011 school year.

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
.03% (3)	.02% (2)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
.03% (3)	.02% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Girl has been previously diagnosed or is in the process of having mental health concerns diagnosed. These mental health illnesses lead students to demonstrate negative behaviors which can result in suspension and impede on their academic performance.	<p>1.1 Girls are given the opportunity to meet with their counselor on a bi-weekly and as needed basis to address presenting mental health concerns and symptoms.</p> <p>1.2 Girls are given outside agency referrals as a means of further addressing their mental health concerns and symptoms. PACE counselors ensure that girl and their families follow up with referrals given.</p> <p>1.3 Counselors work with girls and families to ensure that physician recommendations are carried out in the area of medication compliance.</p> <p>1.4 Girls are given the opportunity to invest in their future by working towards their academic goals in a therapeutic and strength-based learning environment.</p>	1.1. Counselor II, Instructor/Advisors, Academic Managers, Social Service Managers and Program Director.	1.1. Care Review will be held for each girl on a bi-weekly basis to evaluate and monitor her progress of the identified risk factor(s) that lead to suspension.	1.1 Review ETO/Social Solutions Daily Classroom Efforts, DAP2 and Incident Report Documentation, Girls Self-Improvement Plans/ Point/Redirection Sheet.
	1.2. Girls are struggling with major physical and emotional health risks which include but are not limited to; substance and/or alcohol use and/or abuse, self mutilation and suicidal attempts and/or ideations.	1.2 Girls are given the opportunity to meet with their counselor on a bi-weekly and as needed basis to address presenting major physical and emotional health concerns and symptoms.	1.2. Counselor II, Instructor/Advisors, Academic Managers, Social Service Managers and Program Director.	<p>1.2. Care Review will be held for each girl on a bi-weekly basis to evaluate and monitor her progress of the identified risk factor(s) that lead to suspension.</p> <p>1.3 Classroom Walk Throughs (CWT) by</p>	1.2 Review ETO/Social Solutions Daily Classroom Efforts, DAP2 and Incident Report Documentation, Girls Self-Improvement Plans/ Point/Redirection Sheet,

2		<p>1.3 Girls are given outside agency referrals as a means of further addressing their major physical and emotional health concerns and symptoms. PACE counselors ensure that girl and their families follow up with referrals given.</p> <p>1.4 Counselors work with girls and families to ensure that physician and/or on-site nurse recommendations are carried out in the area of medication compliance.</p> <p>1.5 Girls are given the opportunity to invest in their future by working towards their academic goals in a therapeutic and strength-based learning environment.</p>		lead educators.	CWT documentation.
3	<p>1.3. Girls are struggling with one or more of the following types of prior or current victimization (physical, sexual, rape, or emotional abuse).</p>	<p>1.3. Girls are given the opportunity to meet with their counselor on a bi-weekly and as needed basis to address presenting major physical and emotional health concerns and symptoms.</p> <p>1.4 Girls are given outside agency referrals as a means of further addressing their major physical and emotional health concerns and symptoms. PACE counselors ensure that girl and their families follow up with referrals given.</p> <p>1.5. Counselors work with girls and families to ensure that physician and/or on-site nurse recommendations are carried out in the area of medication compliance.</p> <p>1.6. Girls are given the opportunity to invest in their future by working towards their academic goals in a therapeutic and strength-based learning environment.</p>	<p>1.3. Counselor II, Instructor/Advisors, AcademicManagers, Social Service Managers and Program Director.</p>	<p>1.3. Care Review will be held for each girl on a bi-weekly basis to evaluate and monitor her progress of the identified risk factor(s) that lead to suspension.</p> <p>1.4 Classroom Walk Throughs (CWT) by lead educators.</p>	<p>1.3 Review ETO/Social Solutions Daily Classroom Efforts, DAP2 and Incident Report Documentation, Girls Self-Improvement Plans/ Point/Redirection Sheet, CWT documentation.</p>

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:	
<p>1. Dropout Prevention</p> <p>Dropout Prevention Goal #1:</p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>During the 2012-2013 school year 50% (3) of high school seniors graduated from the program with their High School Diploma and 9% (7) of girls enrolled in the program obtained their GED diploma. Of the 10 students who graduated, 60% (6) found employment, --enrolled in Vocational Training School or college, and 60% (6) were awarded scholarships.</p> <p>During the 2011-2012 school year 50% (3) of high school seniors graduated from the program with their High School Diploma and 9% (7) of girls enrolled in the program obtained their GED diploma. Of the 10 students who graduated, 60% (6) found employment, 25% (2) enrolled in Vocational Training School or college, and 60% (6) were awarded scholarships.</p>

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0	0
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
13% (10)	25% (20) *This projection is based on anticipated standard high school and GED diploma graduates.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.2 Unplanned transitions due to truancy, families relocating, and mental health illness/substance abuse (where youth needs referral to a higher level of care/ outside agency placement, etc).	1.1. Students and families have the opportunity to participate in individualized and group/family counseling/therapy. 1.2. Families are provided referrals and access to resources within the community. 1.3. File truancy when necessary. 1.4. Gender-specific programming which fosters healthy relationship building amongst students, their families, and staff	1.1- 1.3 Karyn DiYeso, Vocational/ Transition Coordinator; Counselors; Lara Baraoidan, Social Service Manager; Olivia Day and Jennifer Ethridge, Academic Managers; Shelly Servidio, Program Director	1.1. Students' progress is reviewed bi-weekly during Care Review Meetings, Care Team Meetings as needed, and counseling and academic advisory sessions. 1.2. Staff share progress of girls during monthly during supervision sessions and monthly parents/guardian meetings.	1.1. Monthly progress report, ETO transition reports, results from surveys administered to girls and their families at transition, transition rates.
2	1.2 Students lack of professional work experience.	1.2 Students are given the opportunity to attend on/off-site field trips related to careers of interest. 1.3 Professional volunteer experiences are provided to students to participate. 1.4 Students are given the opportunity to participate in mock interviews, resume building and job application workshops to better prepare for entering the workforce.	1.2 thru 1.4 Karyn DiYeso, Vocational/ Transition Coordinator; Counselors; Lara Baraoidan, Social Service Manager; Olivia Day and Jennifer Ethridge, Academic Managers; Shelly Servidio, Program Director	1.2 thru 1.4 Students' progress is reviewed bi-weekly during Care Review Meetings, Care Team Meetings as needed, and counseling and academic advisory sessions. Staff share progress of girls during monthly during supervision sessions and monthly parents/guardian meetings.	

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

College-planning workshops and job fairs; continually work towards building, as well as strengthening existing community partnerships; work to find alternative placements for when students leave PACE; collaboration with job placement	6-12	Varies	Vocational/Transition Staff	Bi-monthly, at minimum and during Early Release and Planning Days	ETO Transition Reports, Care Review meeting notes, monthly supervision notes	Karyn DiYeso, Vocational/Transition Department Supervisor and Vocational/Transition Counselors
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Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By May 2011, 100% of all students enrolled in the program for a minimum of 120 program days will have had a parent/guardian participate in 3 monthly (one per month) parent contact meetings to review girls' academic and social service progress reports, treatment plans, and behavioral progress in the program.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

100%						100%
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	1.1. Transient Families	1.1. Referrals to community agencies to support families.	1.1. All program staff, more specifically Academic Managers, Social Service Manager, Program Director, Instructors/ Advisors, and Counselors	1.1. On-going progress monitoring of Parent Involvement Goal #1 through Program Management Meeting, Care Review, Social Service and Academic Meetings, and Monthly Formal Supervision with Staff were documentation is reviewed.	1.1. Social Solutions/ Efforts to Outcomes (ETO) Documentation, Parent/Guest Sign-In Sheets, signed Monthly Progress Reports, etc.	
2	1.2. Low Socio-economic status- Families don't always have reliable transportation and working phones.	1.2. Counselors conduct home visits and monthly parent contact meetings. Program provides access to emergency funds to assist families with gas money, bus fares, bills, etc.	1.2. All program staff, more specifically Academic Managers, Social Service Manager, Program Director, Instructors/ Advisors, and Counselors	1.2. On-going progress monitoring of Parent Involvement Goal #1 through Program Management Meeting, Care Review, Social Service and Academic Meetings, and Monthly Formal Supervision with Staff were documentation is reviewed.	1.2. Social Solutions/ Efforts to Outcomes (ETO) Documentation, Parent/Guest Sign-In Sheets, signed Monthly Progress Reports, etc.	
3	1.3. Families being unable to take off work to attend meetings during regular business hours.	1.3. Staff conducts meetings via phone conference, drive to parent's workplace or home to conduct meeting. Staff also conducts meetings afterhours when necessary to accommodate working families. 1.4 Staff works to create partnerships with the families. Program hosts special events for families to come on-site and engage in or participate in events with staff and students.	1.3. & 1.4. All program staff, more specifically Academic Managers, Social Service Manager, Program Director, Instructors/ Advisors, and Counselors	1.3. & 1.4 On-going progress monitoring of Parent Involvement Goal #1 through Program Management Meeting, Care Review, Social Service and Academic Meetings, and Monthly Formal Supervision with Staff were documentation is reviewed.	1.3. & 1.4 Social Solutions/ Efforts to Outcomes (ETO) Documentation, Parent/Guest Sign-In Sheets, signed Monthly Progress Reports, etc.	

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:

<p>1. CTE CTE Goal #1:</p>	<p>During the 2012-2013 school year, 100% of 8th graders will complete a PAC-Plan (Personal Academic Career Plan) for successful promotion to the 9th grade.</p> <p>During the 2012-2013 school year 97% (78) of students enrolled in a career class for at least 120 days will earn either .5 of a "Vocational" credit or 1 M/J credit per Broward County's MIS (TERMS).During the 2012-2013 school year, 97% (78) of students enrolled will meet with a staff member to take the Choices Interest Profile and review their results within the first 10 days of their enrollment.</p> <p>During the 2012-2013 school year 50% (40) students will attend and participate in a field trip to JA Finance Park to connect concepts taught in their career class to real life experiences.</p> <p>During the 2011-2012 school year, 95% (76) of 8th, 9th, 10th, and 11th graders met with a staff member to create and/or update their ePEP.</p> <p>During the 2011-2012 school year 95% (76) of students who were enrolled in a career class for at least 120 days earned either .5 of a "Vocational" credit or 1 M/J credit</p>
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per Broward County's MIS (TERMS).
 During the 2011-2012 school year, 95% (76) of students enrolled met with a staff member to take the Choices Interest Profile and review their results within the first 10 days of their enrollment.
 During the 2011-2012 school year 23% (18) students attended and participated in a field trip to JA Finance Park to connect concepts taught in their career class to real life experiences

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students have not received sufficient instruction in the Career Course Competencies as outlined in the curriculum to demonstrate learning gains and successfully earn elective and/or vocational credits.	1.1 Teachers will receive training in NGSS and Common Core Standards. 1.2 Continuous monitoring of students using curriculum based assessments. 1.3 Career Instructors are currently working on obtaining HQT status. 1.4 Career Instructors receive on-going support and professional development training and time is set aside for fidelity checks and data chats. 1.5 Instructors have a common planning period	1.1 thru 1.6 Olivia Day, Academic Manager; Jennifer Ethridge, Academic Manager; Stacey Mednick, Intake CII; Karyn Keil, Transition Services Coordinator; WREC Guidance Director; Career Instructor/Advisor; Amber Lartz, Career Instructor/Counselor I	1.1 On-going data chats and progress monitoring of students' learning gains. 1.2 Supervision and support to ensure that instructors keep up with certification renewal and District mandates are operationalized. 1.3 Daily correspondence with Whiddon Rogers Guidance Staff and review of MIS entries. 1.4 Monthly supervision meetings, fidelity checks, and data chats. 1.5 Monthly supervision and on-going feedback provided to Academic Managers. 1.6 Classroom observation, formal monthly supervision, review of relevant documentation	1.1 Choices Interest Profiler, Virtual Counselor, DWH reports (i.e. indicating number of credits earned by students).

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
CHOICES and PAC-Plan (Virtual Counselor) trainings	6-12 Career Development	District Offered Trainings	6-12 Career Development Teachers	Academic Meetings/Common Planning Periods, Early Release and Planning Days	Data Chats, Fidelity Checks, CWT, classroom Observations, and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Karyn Keil, Transition Services Coordinator; Amber Lartz, Career Instructor/Counselor I

NGSS and Common Core Standards Training	6-12 All Subjects	District Offered Trainings	6-12 School-wide	Academic Meetings/Common Planning Periods, Early Release and Planning Days	Data Chats, Fidelity Checks, CWT, classroom Observations, and Supervision Meetings	Jennifer Ethridge, Academic Manager; Olivia Day, Academic Manager; Karyn Keil, Transition Services Coordinator; Amber Lartz, Career Instructor/Counselor I
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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
Enhance teachers' knowledge of methods in instructional delivery as it relates to Career Development in alignment with the NGSS & Common Core Standards.	Attend district training as offered (see above).	SBBC	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Enhance teachers' knowledge of methods of instructional delivery in reading to enhance pre, during, and post reading strategies for students.	Attend district training as offered (see above).	SBBC	\$200.00
Mathematics	Enhance teachers' knowledge of methods of instructional delivery in mathematics to enhance basic mathematical, Algebra, and Geometry skills which align with the NGSSS & Common Core Standards.	Attend district training as offered (see above).	SBBC	\$200.00
Science	Enhance teachers' knowledge of methods in instructional delivery of Science to enhance students' basic Science skills, with a focus in Molecular and Cellular Biology, which align with the NGSSS & Common Core Standards	Attend district training as offered (see above).	SBBC	\$200.00
Attendance	Increase staff awareness of surrounding barriers to students achieving proficient attendance and strategies to helping girls and families overcome identified barriers.	Professional Development offered by PACE Inc, School District of Broward County, and Children Services Council of Broward County.	Department of Juvenile justice Private donations Grant funding to be secured	\$0.00
CTE	Enhance teachers' knowledge of methods in instructional delivery as it relates to Career Development in alignment with the NGSSS & Common Core Standards.	Attend district training as offered (see above).	SBBC	\$200.00
				Subtotal: \$800.00
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: \$800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

No Attachment

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.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found