

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: RIVIERA BEACH PREPARATORY & ACHIEVEMENT ACAD

District Name: Palm Beach

Principal: William J. Pollard

SAC Chair: Gwen Taylor

Superintendent: E. Wayne Gent

Date of School Board Approval:

Last Modified on: 11/9/2012

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
Tallahassee, Florida 32399

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)
Assis Principal	Elaine Hubbard-Williams	Education Leadership Certification M.Ed Speech Language Pathology B.S. Communication Disorders Certified-Educational Leadersh; Educational Leadership; ESOL;	7	3	Mrs. Hubbard-Williams has served 3 years as Assistant Principal and gained extensive experience at Roosevelt Full Service as Teacher on Special Assignment from 2007-2009. During this time the school improved to 72% on AYP in 2008 and 90% in 2009. For FCAT Writing in 2008, 24%, and 2009, 30%. FCAT Math was 45% in 2008 and 41% in 2009. In 2007 while at 87% of AYP criteria was met. As a Speech-Language Pathologist, she was able to gain knowledge in the area of ESE compliance. She was instumental in assisting Roosevelt Full Service make the transition to the new location at Riviera Beach Prep. She also serves as the leasing coordinator and manages the RFSCS facility.
					Mr. Simmonds has been with the Palm Beach County School District for 15 years. He started his career as an elementary

Assis Principal	Mark Simmonds	B.S. in Elementary Education, M.Ed. in Educational Leadership	3	2	school teacher with Liberty Park Elementary that consistently earned a school grade of "A/B" for 11 years. He then transferred to John F. Kennedy and assisted them to advancing to the school grade of "C" for two and a half years. Mr. Simmonds then joined Roosevelt Full Service Center as a Teacher on Assignment in FY 2011 and was hired as the Assistant Principal in FY 2012.
Principal	Jeff Pollard	BS Business Administration, MA Special Education and EdS in Education Leadership. Certifications include: Math (5-9), ESE (All Levels) and School Principal (All Levels)	3	12	Mr. Pollard started his administrative career as an Assistant Principal with Roosevelt Middle School. During his first year, Roosevelt Middle earned an "A" rating under the Florida Accountability system. He transferred to William T. Dwyer High School where he served as an Assistant Principal for the next nine (9) years. During this timeframe Dwyer High School improved its school grade from a "C" rating to "A" ratings in 2006 and 2007. In 2008 and 2009 Dwyer earned "B" ratings as the school continued to make progress towards AYP goals. In 2010 Roosevelt Full Service Center earn an "Improving" rating in Math. In 2011 Roosevelt relocated to a vocational site in the City of Riviera Beach, adopted four career programs (Cosmetology, Culinary, Information Technology and Automotive), achieved an 80% graduation rate amongst senior class.

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)
NA	NA	NA			NA

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. Regular meetings of new and continuing teachers with Principal	Principal	Ongoing	
2	2. Partnering new teachers with veteran staff	Assistant Principal	Ongoing	
3	3. Provide instructional Resources to create a quality learning environment	Principal	Ongoing	
4	4. Provide reading coach support and on-going professional development	Assistant Principal	Ongoing	
5	5. Work closely with the department of Recruitment and Retention	Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
All of the assigned teachers are rated highly qualified.	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
17	0.0%(0)	29.4%(5)	11.8%(2)	35.3%(6)	29.4%(5)	100.0%(17)	29.4%(5)	5.9%(1)	29.4%(5)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mrs. Abe	Christian Moise	Mr. Moise is a third year teacher in the English Department and Mrs. Abe is the department chair as well as a veteran instructor and can provide him with the necessary support.	Common Planning periods, Classroom observations and feedback, professional development, Peer Modeling
Gertrude Chateau	Joey Joseph	Mr. Joseph is currently participating in the ESP program. The chair Department Dr. Chateau will provide a wealth of knowledge as a veteran educator and can provide him with the necessary support.	Common Planning periods, Classroom observations and feedback, professional development, Peer Modeling

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

Services are provided to ensure students requiring additional remediation are assisted through, pre-school tutoring, after-

school programs or summer school. Additionally, Title I funds are used to support family involvement and professional development.

Title I, Part C- Migrant

N/A

Title I, Part D

Approximately 20% of the students have been involved with the Department of Juvenile Justice. Their academic progress is closely monitored; assistance with all behavioral concerns are provided by the school district's safe schools program and the alternative education staff.

Title II

The district coordinates with Title II by ensuring staff development needs are provided.

Title III

N/A

Title X- Homeless

No homeless students have been identified at this time.

Supplemental Academic Instruction (SAI)

No funding for SAI has been provided.

Violence Prevention Programs

The Anti-Bullying initiative was implemented in 2009-2010. Student are encouraged to report any acts of bully anonymously via a drop box or designated phone number. Students have been made aware of the Anti-Bullying hotline.

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

Nutrition Programs

Riviera Beach Preparatory and Achievement Academy participates in Provision II, a program which ensures that all students will have the benefit of receiving breakfast at no cost regardless of their Free/Reduced Meal Status. We encourage all students to complete an application for free/reduced lunch application upon registration in an effort to encourage positive nutrition.

Housing Programs

N/A

Head Start

N/A

Adult Education

Career and Technical Education

Students at RBPAA will have the opportunity to choose an elective from one of the four (1of 4) newly implemented Career Academy; Automotive, Culinary, Comsmotology and Information Technology.

Job Training

Students at RBPAA have the opportunity to participate in on-the-job training with a cooperating employer.

Other

Students that are enrolled full-time at RBPAA have opportunity to receive a child care stipend from the Teen Parent Program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers : Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: (Invited as Needed) Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: (Invited as Needed) Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The RTI team will develop and suggest academic behavioral strategies to teachers in accordance with the School Districts RTI plan. Our ESE contact, has attended and received RTI training.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week or as needed to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System,

Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, FCAT Diagnostics

Midyear: Florida Assessments for Instruction in Reading (FAIR)

End of year: , FCAT, EDW

Frequency of Data Days: twice a month for data analysis as a minimum.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-October and November. The RtI team will also determine additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) will consist of the Principal, Assistant Principal, Reading Dept Chair, Language/English Department Head, Reading Teachers and Social Studies Teacher.

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

The LLT will meet once per month to assess the effectiveness of the strategies put into place through the SIP. Data from the teachers is submitted to the reading team prior to the meeting and the reading reports generated. Additionally, the team discuss the needs of the staff in regards to professional development in literacy.

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

The major initiatives of the LLT will increase student reading levels by working with content area teachers as well as reading teachers, in an effort to increase the amount of reading the students has opportunity to engage in outside of the the reading classroom, and promote literacy to the parents.

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.

At Riviera Beach Preparatory and Achievement Academy 29% (5) teachers are Reading Endorsed. The use of reading strategies in all classrooms are monitored by administration through classroom walkthroughs and review of lesson plans. Teachers who are not reading endorsed will receive professional development on reading strategies and implementation techniques.

*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?

Common planning is twice per week by all teachers assigned to Riviera Beach Preparatory and Achievement The Reading, Language Arts and Social Studies teachers plan together and provide focus lessons based on the students academic needs. Additionally, the mathematics and science teacher coordinate their lessons. Career planning and counseling help students acquire skills and knowledge relevant to post-secondary opportunities.

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?

The majority of students' enrolled at Riviera Beach Preparatory and Achievement are placed on academic recovery track. This will allow the students to remediate and recover previously failed classes. This will positively impact their GPA and they will show an increase in the number of credits they have earned. Students are also provided an opportunity to participate in the work experience and OJT programs.

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](#)

Standardized assessments such as the PSAT, ACT, SAT and ASVAB are used to help guide the students in their post-secondary education and career choices. The guidance counselor will work with all of the prospective 2013 graduates.

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:	At least 50%(7)9th grade students and 50% (19)10th grade students will achieve level 3 or above on the on the FY13 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Accountability was not tracked by the state because of the number eligible students did not meet reporting criteria.	At least 50%(7)9th grade students and 50% (19)10th grade students will achieve level 3 or above on the on the FY13 Reading 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	Gaps in prior knowledge	Students will utilize a variety of reading resources such as read aloud, vocabulary development, on line learning, novels and the Edge program. Tutorials will be offered to enhance learning.	Principal, Reading Dept Chair, Instructional staff	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	PLC Meeting notes and agendas, Tutorial Sign-In Sheets
2	Attendance	Student Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports
3	Teen Parents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports
4	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	At least 20%(3)9th grade students and 10%(4)10th grade students will achieve level 4 or 5 on the FY13 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Accountability was not tracked by the state because of the number of eligible students did not meet reporting criteria.	At least 20%(3)9th grade students and 10%(4)10th grade students will achieve level 4 or 5 on the FY13 Reading 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	Attendance	Attendance Contract; Monitor student attendance	Principal, Asst Principal, Reading Coach, Reading Teacher	Data Processor will print attendance report on a weekly basis	Attendance Reports
2	Gaps in prior knowledge	Students will utilize a variety of reading resources such as read aloud, vocabulary development, on line learning, novels and the Edge program. Tutorials will be offered to enhance learning.	Principal; Reading Department Chair	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress	PLC Meeting notes and agendas, Tutorial Sign-In Sheets
3	Teen Parents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports
4	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment
5	Students living independently (adult students)	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports
6					

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	NA
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	At least 50%(7)9th grade students and 50% (19)10th grade students will make learning gains of at least 78 points on FY13 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Accountability was not tracked by the state because of the number of eligible students did not meet reporting criteria.	At least 50%(7)9th grade students and 50% (19)10th grade students will make learning gains of at least 78 points on FY13 Reading 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	Gaps in prior knowledge	Students will utilize a variety of reading resources such as read aloud vocabulary development, on line learning, novels and theEdge program. Tutorials will be offered to enhance learning.	Principal, Reading Dept Chair, Instructional staff	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	PLC Meeting notes and agendas, Tutorial Sign-In Sheets
2	Attendance	Student Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports
3	Teen Parents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports
4	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment
5	Attendance	Attendance Contract; Monitor Attendance; Parental contact via telephone	Assistant Principal, Data Processor	Attendance reports	Attendance reports
6	Students living independently (adult students)	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a				
2	NA	NA	NA	NA	NA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In FY 2013, 100% (4)9th grade students and 100% (10) 10th grade students in the lowest 25% will make learning gains on FY13 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Accountability was not tracked by the state because of the number of eligible students did not meet reporting criteria.	In FY 2013, 100% (4)9th grade students and 100% (10) 10th grade students in the lowest 25% will make learning gains on FY13 Reading 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	Gaps in Prior knowledge	Students will utilize a variety of reading resources such as read aloud, vocabulary development, on line learning, novels and the Edge program. Tutorials will be offered to enhance learning.	Principal, Reading Dept Chair, Instructional staff	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	PLC Meeting notes and agendas, Tutorial Sign-In Sheets
2	Attendance	Student Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports
3	Teen Parents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports

4	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment
5	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment
6	Attendance	Attendance Contract; Monitor Student Attendance; Parental contact	Assistant Principal, Data Processor	Attendance Reports	Attendance Reports/Scores on FCAT Reading

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 # By the 2016-2017 school year 75% of the student body will score Level 3 or higher on the state's Reading Assessment. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	50	55	60	65	

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:	All sub-group with the exceptions of African Americans are less than ten(10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Accountability was not tracked by the state because of the number of eligible students did not meet reporting criteria.	In FY 2013, 50% (22)of the African American will make at least one years growth in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaps in prior knowledge	Students will utilize a variety of reading resources such as read aloud, vocabulary development, on line learning, novels and the Edge program. Tutorials will be offered to enhance learning.	Principal, Reading Dept Chair, Instructional staff	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	PLC Meeting notes and agendas, Tutorial Sign-In Sheets
2	Attendance	Student Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports
3	Teen Parents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports
4	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a				
2	NA	NA	NA	NA	NA

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:	All sub-group with the exceptions of African Americans are less than ten(10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Accountability was not tracked by the state because of the number of eligible students did not meet reporting criteria.	All sub-group with the exceptions of African Americans are less than ten(10).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaps in prior knowledge	Students will utilize a variety of reading resources such as read aloud, vocabulary development, on line learning, novels and the Edge program. Tutorials will be offered to enhance learning.	Principal, Reading Dept Chair, Instructional staff	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	PLC Meeting notes and agendas, Tutorial Sign-In SheetseldhrpE8e
2	Attendance	Student Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports
3	TeenParents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports
4	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assesment	Diagnostic Test; Classroom Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC focus: Improving student achievement	All Subjects	PD Contact	PLC	Weekly Common Planning Meetings	Written/Oral Reflections	PD Contact
Teacher Training for FCAT Reading	9-12 Reading/Language Arts	Profess Development Contact	School-wide	Early Release/Common Planning	Collect data affirming that activities have impacted instruction and have increased student achievement	Principal, Assistant Principal, PD Contact

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The Reading Department will analyze data, model lessons and provide professional development for the staff	Edge Reading Program, assigned novels, cross-curriculum vocabulary, FCAT subject area textbooks, E2020 Credit Recovery Programs and Tutorials and Readers Advantage Kits	No funds are required for these in house resources	\$0.00
Establish an afterschool program to increase the successful completion of E2020 courses.	FCAT subject area textbooks, E2020 Reading Tutorials	Title I	\$2,687.50

			Subtotal: \$2,687.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
E2020 Tutorials for FCAT, ACT and SAT	Computer and Lab resources.	No funds required.	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All Reading and Language Arts Teachers will analyze assessment data, model lessons and provide professional development for the instructional staff.	Copy resources	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent communication. Invitations and letters for events will be mailed home via the U.S. mail with phone follow-up.	Postage, envelopes, and training supplies	Title I	\$344.50
			Subtotal: \$344.50
			Grand Total: \$3,032.00

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:			NA		
2012 Current Percent of Students Proficient in listening/speaking:					
NA					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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:	NA
2012 Current Percent of Students Proficient in reading:	
NA	

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

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			NA		
2012 Current Percent of Students Proficient in writing:					
NA					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	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	NA	NA	NA	NA	NA

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
1	NA	NA	NA	NA	NA

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

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

High School Mathematics AMO Goals

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%.	Mathematics Goal #					
	By the 2016-2017 school year at least 75% of all the students will score level 3 or higher on the Algebra and Geometry EOC assessments.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		50%	55%	60%	65%	

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:	All sub-group with the exceptions of African Americans are less than ten(10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Accountability was not tracked by the state because of the number of eligible students did not meet reporting criteria.	In FY 2013, 50% (17)of the African American will make at least one years growth in Algebra 1 EOC.

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	Gaps in prior knowledge	Students will utilize a variety of reading resources such as read aloud, vocabulary development, on line learning, novels and the Edge program. Tutorials will be offered to enhance learning.	Principal, Reading Dept Chair, Instructional staff	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	PLC Meeting notes and agendas, Tutorial Sign-In Sheets
2	Attendance	Student Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports
3	Teen Parents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress

					reports
4	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a				
2	NA	NA	NA	NA	NA

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	At least 50% of all sub-group will score level 3 or higher on the Algebra and Geometry EOC assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Accountability was not tracked by the state because the number of eligible students did not meet reporting criteria.	At least 50% of all sub-group will score level 3 or higher on the Algebra and Geometry EOC assessments.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaps in prior knowledge	Students will utilize a variety of reading resources such as read aloud, vocabulary development, on line learning, novels and the Edge program. Tutorials will be offered to enhance learning.	Principal, Reading Dept Chair, Instructional staff	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	PLC Meeting notes and agendas, Tutorial Sign-In SheetseldhrpE8e
2	Attendance	Student Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports
3	TeenParents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports
4	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assesment	Diagnostic Test; Classroom Assessment

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	At least 50%(3)9th grade students and 50% (4)10th grade students will achieve level 3 or above on the on the FY13 Algebra I EOC.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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The percentage of accountability students who achieved proficiency in Algebra I EOC was 50%(1).	At least 50%(3)9th grade students and 50% (4)10th grade students will achieve level 3 or above on the on the FY13 Algebra I EOC.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Student Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports
	Teen Parents	Student Attendance Contract; Parental	Assistant Principal	Attendance and performance of adult	Attendance reports; school

2		Contact	Data Processor	students.	report cards; credit progress reports
3	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment
4	Gaps In Prior Knowledge	Students will utilize a variety of resources such as Learning Village, Gizmos, E2020 online supplements, Core K12, United Streaming. Tutorials will be offered to enhance learning.	Principal, Reading Dept Chair, Instructional staff	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	PLC Meeting notes and agendas, Tutorial Sign-In Sheets

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:	At least 50%(2)9th grade students and 50% (4)10th grade students will achieve level 4 or above on the on the FY13 Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Accountability was not tracked by the state because of the number of eligible students did not meet reporting criteria.	At least 50%(2)9th grade students and 50% (4)10th grade students will achieve level 4 or above on the on the FY13 Algebra I EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Attendance Contract; Monitor student attendance	Principal, Asst Principal, Reading Coach, Reading Teacher	Data Processor will print attendance report on a weekly basis	Attendance Reports
2	Teen Parents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports
3	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment
4	Gaps in prior knowledge	Students will utilize a variety of math resources such as Learning Village; Gizmos; E2020 online supplements Tutorials will be offered to enhance learning.	Principal; Reading Department Chair .	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress	PLC Meeting notes and agendas, Tutorial Sign-In Sheets

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:	At least 50%(3)9th grade students and 50% (14)10th grade students will achieve level 3 or above on the FY13 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Accountability was not tracked by the state because of the number of eligible students did not meet reporting criteria.	At least 50%(3)9th grade students and 50% (14)10th grade students will achieve level 3 or above on the FY13 Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Student Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports
2	Teen Parents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports
3	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment
4	Gaps In Prior Knowledge	Students will utilize a variety of resources such as Learning Village, Gizmos, E2020 online supplements, Core K12, United Streaming. Tutorials will be offered to enhance learning,	Principal, Reading Dept Chair, Instructional staff	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	PLC Meeting notes and agendas, Tutorial Sign-In Sheets

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:	At least 20%(1)9th grade students and 20% (6)10th grade students will achieve level 4 or above on the FY13 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Accountability was not tracked by the state because of the number of eligible students did not meet reporting criteria.	At least 20%(1)9th grade students and 20% (6)10th grade students will achieve level 4 or above on the FY13 Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Attendance Contract; Monitor student attendance	Principal, Asst Principal, Reading Coach, Reading Teacher	Data Processor will print attendance report on a weekly basis	Attendance Reports
2	Teen Parents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards;

					credit progress reports
3	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment
4	Gaps in prior knowledge	Students will utilize a variety of math resources such as Learning Village; Gizmos; E2020 online supplements Tutorials will be offered to enhance learning.	Principal; Reading Department Chair .	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress	PLC Meeting notes and agendas, Tutorial Sign-In Sheets

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
Teacher Training for FCAT Math and Algebra EOC	9-12	Mathematics DIL,	School-Wide	Early Release and Common Planning	Collect Data Affirming that activities have impacted instruction and increased student achievement	Principal, Assistant Principal, PD Contact
PLC focus: Improving student achievement	9-12 Mathematics Teachers	Mathematics DIL,	PLC	Weekly Common Planning Meetings	Oral and Written Reflections	PD Contact

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The Math Department Chair will analyze data, model lessons, and provide professional development for the staff.	Math diagnostic test results, Instructional Focus Calendar, Lesson Plans	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Establish an after-school tutorial program to increase to students math proficiency.	E2020 tutorials, teacher direct instruction strategies.	Title I	\$2,687.50
			Subtotal: \$2,687.50
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The Math Department Chair will analyze data, model lessons, and provide professional development for the staff.	Copy paper, EDW access	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase communications with the parents and guardians. Send			

invitations and letters concerning training events and presentations. Followup with phone calls.

Postage, envelopes and training supplies.

Title I

\$344.50

Subtotal: \$344.50

Grand Total: \$3,032.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		NA		
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.		NA		
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	On the FY13 Biology EOC, 50% (22 of 43) of the students will achieve level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Biology EOC , 15%(5 of 34) scored at level 3.	On the FY13 Biology EOC, 50% (22 of 43) of the students will achieve level 3 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaps in prior knowledge	Students will utilize a variety of reading resources such as read aloud, vocabulary development, on line learning, novels and the Edge program. Tutorials will be offered to enhance learning	Principal, Reading Dept Chair, Instructional staff	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	PLC Meeting notes and agendas, Tutorial Sign-In Sheets
2	Attendance	Student Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA
2					

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
PLC focus: Improving student achievement	11th grade science teachers	Science DIL	Science Teachers	Early Release; Common Planning	Early Release; Common Planning	PD Contact
Teacher Training for Biology EOC	11th grade science teachers	Science DIL/PD Contact	Science Teachers	Early Release; Common Planning	Collect data affirming that activities have impacted instruction and have increased student achievement	Principal, Assistant Principal, PD Contact

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the FY13 FCAT Writes, 40% (5) of the 10th grade accountability students will score a 3.5 or higher in writing

2012 Current Level of Performance:			2013 Expected Level of Performance:		
On the FY12 FCAT Writes, 25% (10) of the 10th accountability students scored a 3.5 or higher.			On the FY13 FCAT Writes, 40% (5) of the 10th grade accountability students will score a 3.5 or higher in writing.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance Student	Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports
2	Deficient in essential writing skills	Graphic Organizers; Peer Editing; Use of rubrics to understanding scoring; CRISS Strategies; Writing Tutorials	Principal; Assistant Principal; Language Arts Department Head	Implementation of strategies will be monitored through classroom walk throughs; Palm Beach Writes; Classroom Writing Assessment	Palm Beach Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
NA	NA				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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
					Collect data	

FCAT Writing Instruction and Scoring	9th and 10th grade teachers (all subjects)	Reading Coach/PD Contact	All reading, language arts, and social studies teachers	Common Planning	affirming that activities have impacted instruction and have increased student achievement	Principal, Assistant Principal, PD Contact
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:		On the FY13 US History EOC, 50% (25 of 51) of the students will achieve level 3 or higher.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		On the FY13 US History EOC, 50% (25 of 51) of the students will achieve level 3 or higher.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaps in prior knowledge	Students will utilize a variety of reading resources such as read aloud, vocabulary development, on line learning, novels and the Edge program. Tutorials	Principal, Reading Dept Chair, Instructional staff	Lesson Plans will be reviewed, Data will be reviewed school wide, and weekly PLC will be held to monitor student progress.	PLC Meeting notes and agendas, Tutorial Sign-In Sheets

		will be offered to enhance learning.			
2	Attendance	Student Attendance Contract; Parent notification by phone once student has accumulated 5 absences within a 9 week period	Principal, Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance report on a weekly basis	Attendance Reports
3	Teen Parents	Student Attendance Contract; Parental Contact	Assistant Principal Data Processor	Attendance and performance of adult students.	Attendance reports; school report cards; credit progress reports
4	Student Mobility	Early Morning, Lunch and after-school tutorials.	Principal; Assistant Principal; Reading Department Head	Mastery on Assessment	Diagnostic Test; Classroom Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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
US History		PD Leader and Dept Head	US History Teacher	Early Release; Common Planning	Collect data affirming that activities have impacted instruction and have increased student achievement	Principal, Assistant Principal, PD Contact

U.S. History Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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:	In FY13, 79% (110) students will have attendance with less than 10 days absent per semester.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In FY13 the school's absence rate of 20.95%(indicates that 30 students were absent for between 11 and 20 days.	In FY13, 79% (110) students will have attendance with less than 10 days absent per semester.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In FY12 66 students had Excessive Absences.	In FY13 the school's absence rate of 20.95%(indicates that 30 students were absent for between 11 and 20 days.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
This data is not available.	2012 will be the baseline year for tracking excessive tardies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Student contract, parent notification by mail and phone when a student has accumulated 5	Principal; Assistant Principal; Data Processor; Guidance	Data Processor will print attendance report on a weekly basis.	Attendance report

		absences within a 9 week grading period	Counselor		
2	Teen-Age Parent	Monitor Student Attendance; Check-in weekly Attendance	Assistant Principal; Data Processor; Guidance Counselor;	Guidance Counselor will monitor student attendance and conference with student to access their needs	Attendance report

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
NA	NA	NA	NA	NA	NA	NA

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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:	Based on a projected enrollment of 150 for FY13, the suspension rate will not exceed 10% (15) of projected enrollment.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During FY11 there were 4 in-school suspensions.	Based on a projected enrollment of 150 for FY13, the suspension rate will not exceed 10% (15) of projected enrollment.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
NA	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During FY11, there were 20% (66) out-of -school suspensions.	In FY12, the expected number of Out-of-School Suspensions will not exceed 10% (15) of projected enrollment of 150 students.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Based on last years enrollment out of school suspensions accounted for 20% (66) students.	In FY12, the expected number of students suspended Out-of-School will not exceed 10% (15) of projected enrollment of 200 students.

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	New Environment	Mandatory New Parent/Student Orientation prior to enrollment; parent conferences; Single School Culture; School Wide Behavior Plan	Principal; Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print suspension reports on a monthly basis	Suspension Report
2	Transitioning from computer-based instruction to direct instruction	Provide professional development in classroom management strategies, PBS, School Wide Behavior Plan	Principal; Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print suspension reports on a monthly basis	Suspension Report

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
NA	NA	NA	NA	NA	NA	NA

Suspension Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		During FY13, 15% (23) of the students enrolled are expected to dropout.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
15% (23)of student body.		15% (23) of student body.			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
NA		85 % (34) of students classified as seniors.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Attendance Student contract, parent will be notified by my mail and phone once a student accumulates 5 absences within a nine week grading period	Principal; Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance reports on a weekly basis.	Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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>	In FY13 the expected parent participation rate will 40% (60) parents.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

In FY12 35% (70) of parents participated in school events, including Title I breakfast, awards ceremonies, and conferences

In FY13 the expected parent participation rate will 40% (60) parents.

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	Communication	Letters, E-Mail, Edline, Parent Contact Log, Copies of Letters, E-mail Reply, Parent Conferences	Principal, Assistant Principal; Guidance Teacher Data Processor Counselor	Parent Sign-In Sheet, Parent Reponse, Documentation of Responses	Copy of Records
2	Limited participation	Parent Liasion work with staff to provide training for parent and encourage parents to join and attend SAC meetings in order to be more involved in the decision making process at school; an informal needs assessment will be used in order to identify areas of interest for trainings and overall involvement in school program	Principal, Assistant Principal, Guidance	Survey	Survey results

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
NA	NA	NA	NA	NA	NA	NA

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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			NA		
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
1	NA	NA	NA	NA	NA

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
NA	NA	NA	NA	NA	NA	NA

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			All students 100% (150) will be enrolled in a CTE program.		
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	Credit Recovery needs override ability to take elective courses.	Use E2020 for students credit recovery requirements	Administrators, guidance and CTE teachers.	Master schedule query.	Master schedule and enrollment data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

NA Goal:

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						

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 NA Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The Reading Department will analyze data, model lessons and provide professional development for the staff	Edge Reading Program, assigned novels, cross-curriculum vocabulary, FCAT subject area textbooks, E2020 Credit Recovery Programs and Tutorials and Readers Advantage Kits	No funds are required for these in house resources	\$0.00
Reading	Establish an afterschool program to increase the successful completion of E2020 courses.	FCAT subject area textbooks, E2020 Reading Tutorials	Title I	\$2,687.50
CELLA	NA			\$0.00
Mathematics	The Math Department Chair will analyze data, model lessons, and provide professional development for the staff.	Math diagnostic test results, Instructional Focus Calendar, Lesson Plans	NA	\$0.00
Science				\$0.00
Writing				\$0.00
U.S. History				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$2,687.50
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	E2020 Tutorials for FCAT, ACT and SAT	Computer and Lab resources.	No funds required.	\$0.00
CELLA	NA			\$0.00
Mathematics	Establish an after-school tutorial program to increase to students math proficiency.	E2020 tutorials, teacher direct instruction strategies.	Title I	\$2,687.50
Science				\$0.00
Writing				\$0.00
U.S. History				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$2,687.50
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	All Reading and Language Arts Teachers will analyze assessment data, model lessons and provide professional development for the instructional staff.	Copy resources	Title I	\$0.00

CELLA	NA			\$0.00
Mathematics	The Math Department Chair will analyze data, model lessons, and provide professional development for the staff.	Copy paper, EDW access	NA	\$0.00
Science				\$0.00
Writing				\$0.00
U.S. History				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase parent communication. Invitations and letters for events will be mailed home via the U.S. mail with phone follow-up.	Postage, envelopes, and training supplies	Title I	\$344.50
CELLA	NA			\$0.00
Mathematics	Increase communications with the parents and guardians. Send invitations and letters concerning training events and presentations. Followup with phone calls.	Postage, envelopes and training supplies.	Title I	\$344.50
Science				\$0.00
Writing				\$0.00
U.S. History				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$689.00
				Grand Total: \$6,064.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 11/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Professional development, professional literature, student agendas, student incentives.	\$1,500.00

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

Monthly meetings, voluntary test proctoring, family and community activities.

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