# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
## 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NAPLES AREA TEENAGE PARENTING

District Name: Collier

Principal: Dr. Cynthia M. Janssen

SAC Chair: Eric Peltz

Superintendent: Dr. Kamela Patton

Date of School Board Approval: November 20, 2012

Last Modified on: 9/17/2012

# PART I: CURRENT SCHOOL STATUS

## STUDENT ACHIEVEMENT DATA

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

| School Grades Trend Data |
| --- |
| Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data |
| High School Feedback Report |
| K-12 Comprehensive Research Based Reading Plan |

## ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
| --- | --- | --- | --- | --- | --- |
| Principal | Dr. Cynthia M. Janssen | PhD Educational Leadership | 4 | 31 | According to statute, the Superintendent has the authority to strategically place administrators within the school district. |
| Assis Principal | Kelley C. Costin | MA Educational Leadership | 3.5 | 11 | According to statute, the Superintendent has the authority to strategically place administrators within the school district. |

## INSTRUCTIONAL COACHES

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

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the |
| --- | --- | --- | --- | --- | --- |

| | | | | | associated school year) |
|---|---|---|---|---|---|
| Literacy | Jeanine Brakefield | MA Technology Reading Endorsement BA English Education 6-12 | 6 | 1 | History of academic excellence and past work experience with students in alternative programs |

## 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 | Strategies are dictated by the District. | CCPS District Personnel | | |

## 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 staff are highly effective | |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 0.0%(0) | 0.0%(0) | 100.0%(3) | 0.0%(0) | 100.0%(3) | 100.0%(3) | 33.3%(1) | 0.0%(0) | 100.0%(3) |

## 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 |
|---|---|---|---|
| na | | | |

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

[ ]

Title I, Part D

[ ]

Title II

[ ]

Title III

[ ]

Title X- Homeless

[ ]

Supplemental Academic Instruction (SAI)

[ ]

Violence Prevention Programs

[ ]

Nutrition Programs

[ ]

Housing Programs

[ ]

Head Start

[ ]

Adult Education

[ ]

Career and Technical Education

[ ]

Job Training

[ ]

Other

[ ]

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> The Alternative Schools literacy team consists of the Assistant Principal, Reading Coach, Lead Teacher and a Reading Teacher from each of our programs throughout the district.

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?

> Leadership Team oversees the PLC and utilizes the problem solving approach to ensure that instruction and interventions for students are based on student performance data. PLC meets twice a month to discuss student data and adjust instruction according to individual student needs. Students needing additional intervention receive immediate intensive intervention at

the point of need..

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 Leadership Team utilizes the problem solving approach to develop the school improvement plan. Status of implementation is reviewed by the PLC and the Alternative Schools SAC..

## MTSS Implementation

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

.

The PLC examines common core standards to be taught, shares best practices, implements the pre-assessments in the core areas, aligns the common core standards to the curricular and students' needs, engages in building common formative assessments and reviews data. As a result, teachers have strengthened their core teaching and have established that 80% of students will make gain. Re-teaching occurs as needed for Tier 1 students. The district Data Warehouse provides a means to record the minutes from PLC meetings as well as to follow the progress of groups and individual students. As students fail to meet with success in Tier 1, students are provided with Tier 2 strategies and PMPs are developed. The Data Warehouse data management system continues to follow the students' progress as monitored by the PMP. Online assessments and other data are tracked in Data Warehouse..

Describe the plan to train staff on MTSS.

The RtI Leadership Team received initial training two years ago during a 4-day workshop led by district staff and receives annual updated training throughout the school year. The Intervention Support Specialist is the school's MTSS Coordinator to oversee the problem solving process, ensure the integrity and consistency of implementation of the process, and facilitate the PLC team meetings. All teachers have been provided training from the MTSS Coordinator and have completed the district mandated three courses using the Direct Steps online training tool. .

Describe the plan to support MTSS.

Mini workshops from district staff on MTSS-related topics such as differentiating instruction, data analysis, and specific intervention training are provided throughout the year during early release time. All staff are encouraged to utilize the variety of online resources, video clips, research links, intervention tools, and training materials available in ANGEL

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Alternative Schools literacy team consists of the Assistant Principal, Reading Coach, and a Reading Teacher from each of our programs throughout the district. .

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

Due to the nature of the Alternative Schools, and the distance between school sites, meetings are conducted electronically via email and ANGEL on a monthly basis, at a minimum. In addition, the Reading Coach visits each school weekly, supporting, updating and soliciting information/knowledge from individual team members

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

Major initiatives this year will be: Close reading in the content area using research based strategies; pre, during, and after reading strategies, to include writing across the content areas; writing journals, formative assessment; TAKE 10 lessons taught in content areas (district initiative); and Improving differentiated instruction in all classrooms..

## Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

## *Elementary Title I Schools Only: Pre-School Transition

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

## *Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Authentic and content specific literacy is the responsibility of all teachers. Although not every teacher is a reading teacher per se, all teachers are indeed comprehension teachers who convey information to their students via the written word. In the effort to support literacy across disciplines, all secondary teachers in Collier County Public Schools utilize Collaborative Comprehension Strategies that guide students in pre-reading, comprehension monitoring, and summative question generating when encountering text. In addition, CCPS offers CAR-PD courses in order to build teachers' capacity to provide reading interventions to striving readers. An emphasis this year will be differentiation in the classrooms, and can be obtained by using accommodations in process, content, or product. Modeling and observation by the reading coach will continue throughout the year..

## *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?

Students also have the opportunity to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of this credential is to integrate real world skills and abilities to the instructional objectives for both career and academic courses.

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?

Counselors encourage all students to complete or update the FACTS.org planning document each school year. Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. All seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests,which are a component of the Florida Ready to Work program.

## Postsecondary Transition

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

Alternative schools support students and parents by placing an emphasis on the following:
• Improving and maintaining reading and mathematics achievement scores;
• Counseling to take college placement exams such as PERT, SAT, and/or ACT;
• Counseling to enroll seniors in college level remedial English and mathematics courses;
• Using FACTS.org as planning tool for college and technical school enrollment;
• Increasing utilization of technical school dual-enrollment as a stepping stone to other postsecondary programs;
• Encouraging students to earn Florida Ready to Work certificates and utilize career and college planning on-line assistance.

# 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.<br><br>Reading Goal #1a: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading Goal #1b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a: | |

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

### Problem-Solving Process to Increase Student Achievement

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

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

| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: | |
|---|---|

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

### Problem-Solving Process to Increase Student Achievement

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

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

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.<br><br>Reading Goal #3a: | Percent of students making learning gains in reading this year will be at least 5 percentage points higher than the percent of the same students making learning gains last year in their home school. |
|---|---|

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| no data available | no data available |

### 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 |
|---|---|---|---|---|
| Most students enter program below grade level in reading | Implement FAIR assessments to monitor student progress | Principal Reading Coach Lead Teacher | Review FAIR data reports | FAIR assessments |

| | | Explicitly infuse reading benchmarks in lesson plans and instructional delivery of all content areas | | Classroom walkthroughs<br><br>Observe students reading | Classroom walkthrough data<br><br>Student reading logs |
|---|---|---|---|---|---|
| 1 | | Implement pre, during, and post reading strategies in all content areas<br><br>Engage and monitor all students in daily independent reading | | | |

| 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:<br>Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

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

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

| Based on 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 # <br><br> 5A : | | | | | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. <br><br> Reading Goal #5B: |  |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|  |  |

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

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

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

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

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

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

of improvement for the following subgroup:

| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

| 5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

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

Reading Budget:

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

*End of Reading Goals*

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 1. Students scoring proficient in listening/speaking.<br><br>CELLA Goal #1: | |
| 2012 Current Percent of Students Proficient in listening/speaking: | |
| | |
| Problem-Solving Process to Increase Student Achievement | |

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

| Students read in English at grade level text in a manner similar to non-ELL students. |
|---|
| 2. Students scoring proficient in reading. |

| CELLA Goal #2: | |
|---|---|

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

| | |
|---|---|
| | |

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

| Students write in English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | |

**2012 Current Percent of Students Proficient in writing:**

| | |
|---|---|
| | |

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

CELLA Budget:

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

| | | | |
|---|---|---|---|
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |

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

*End of CELLA Goals*

# Middle School Mathematics Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| --- | --- |
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.<br><br>Mathematics Goal #1a: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| --- | --- |
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal #1b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| --- | --- |
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

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

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

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

| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

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

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

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

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

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

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

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

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5B: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

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

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5E: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

*End of Middle School Mathematics Goals*

## Florida Alternate Assessment High School Mathematics Goals

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

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

| 1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal #1: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.<br><br>Mathematics Goal #2: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.<br><br>Mathematics Goal #3: | Percent of students making learning gains in math this year will be at least 5 percentage points higher than the percent of the same students making learning gains last year in their home schools. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| no data available | no data available |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Most students enter program below grade level in math | Utilize the benchmark assessments to target student specific needs for intervention<br><br>Increase the use of manipulatives and hands-on activities to reinforce math concepts | Principal<br>Lead Teacher | Review student grouping charts<br><br>Observe activities | Progress of all students on assessments<br><br>Classroom walkthrough data |

# Algebra End-of-Course (EOC) Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1. Students scoring at Achievement Level 3 in Algebra. | |

| Algebra Goal #1: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target | | | | | | |
|---|---|---|---|---|---|---|
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Algebra Goal #<br><br>3A : | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | | | | | | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.<br><br>Algebra Goal #3B: | |

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

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

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

| 3C. English Language Learners (ELL) not making satisfactory progress in Algebra.<br><br>Algebra Goal #3C: | |
|---|---|

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

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

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

| 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.<br><br>Algebra Goal #3D: | |
|---|---|

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

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
| --- | --- |
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra.<br><br>Algebra Goal #3E: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

## 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.<br><br>Geometry Goal #1: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

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

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

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

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

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

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

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

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

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

|  |  |  |  |  |
|---|---|---|---|---|
|  |  |  |  |  |

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

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

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

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

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

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

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

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

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

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

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 | | | | | | |

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Mathematics Budget:

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

# Elementary and Middle School Science Goals

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

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

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

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

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.<br><br>Science Goal #1b: | |
| --- | --- |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.<br><br>Science Goal #2a: | |
| --- | --- |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 | |
| --- | --- |

in science.

Science Goal #2b:

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

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

## 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.<br><br>Science Goal #1: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.<br><br>Science Goal #2: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

## Biology End-of-Course (EOC) Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: ||
|---|---|
| 1. Students scoring at Achievement Level 3 in Biology.<br><br>Biology Goal #1: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |
| Problem-Solving Process to Increase Student Achievement || |

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

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

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

| No Data Submitted |
|---|

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

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

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

Science Budget:

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

*End of Science Goals*

# Writing Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.<br><br>Writing Goal #1a: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.<br><br>Writing Goal #1b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

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

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |

| | | | |
|---|---|---|---|
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |

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

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

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

*End of Writing Goals*

## Civics End-of-Course (EOC) Goals

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

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

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

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

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

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

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

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

Civics Budget:

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

*End of Civics Goals*

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

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

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

in need of improvement for the following group:

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

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

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

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

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

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

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

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

U.S. History Budget:

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

*End of U.S. History EOC Goals*

# Attendance Goal(s)

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

| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Attendance<br><br>Attendance Goal #1: | |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| | |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| | |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| | |
| Problem-Solving Process to Increase Student Achievement | |

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

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

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

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

Attendance Budget:

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

*End of Attendance Goal(s)*

# Suspension Goal(s)

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

| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Suspension | |

| Suspension Goal #1: | |
|---|---|
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| | |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| | |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| | |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| | |

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

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

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

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

Suspension Budget:

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

| | | Subtotal: $0.00 |
|---|---|---|

## Technology

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

## Professional Development

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

## Other

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

*End of Suspension Goal(s)*

# Dropout Prevention Goal(s)

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

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

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

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

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

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

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

---

Dropout Prevention Budget:

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

*End of Dropout Prevention Goal(s)*

## Parent Involvement Goal(s)

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

| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Parent Involvement<br><br>Parent Involvement Goal #1:<br><br>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| | |

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

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

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

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

Parent Involvement Budget:

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

*End of Parent Involvement Goal(s)*

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

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

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

| 1. STEM |  |
|---|---|
| STEM Goal #1: |  |

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

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

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

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

STEM Budget:

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

*End of STEM Goal(s)*

# Career and Technical Education (CTE) Goal(s)

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

| Based on the analysis of school data, identify and define areas in need of improvement: | |
|---|---|
| 1. CTE<br><br>CTE Goal #1: | |

### Problem-Solving Process to Increase Student Achievement

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

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

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

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

CTE Budget:

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

## Additional Goal(s)

### ELL AMAO Goal Goal:

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1. ELL AMAO Goal Goal<br><br>ELL AMAO Goal Goal #1: | Percent of ELL students making learning gains in CELLA domains this year will be at least 5 percentage points higher than the percent of the same students making learning gains last year in their home school. |
| 2012 Current level: | 2013 Expected level: |
| no data available | no data available |

| 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 | ELL students enter program without English language proficiency | Identify and assess all ELL students on CELLA<br><br>Provide ELL students with appropriate instruction and strategies in listening/speaking, writing, and reading based on individual needs | ELL Contact Lead Teacher | Review monthly TERMS report; Review CELLA results<br><br>Classroom walkthroughs | Home Language Survey; CELLA<br><br>Classroom walkthrough 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 |
|---|---|---|---|---|---|---|
| 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 ELL AMAO Goal Goal(s)*

# FINAL BUDGET

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

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

## Technology

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

## Professional Development

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

## Other

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

# Differentiated Accountability

School-level Differentiated Accountability Compliance

| jn Priority | jn Focus | jn Prevent | jn NA |
|-------------|----------|------------|-------|

Are you a reward school:  jn Yes  jn No

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

No Attachment

# School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

| Describe projected use of SAC funds | Amount |
|-------------------------------------|--------|
| No data submitted | |

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

The Alternative Schools SAC meets four times per year to review and discuss academic progress and strategies. Other issues pertaining to school improvement are addressed as needed.

# AYP DATA

# SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found