

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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

School Name: SEAGULL SCHOOL

District Name: Broward

Principal: Bonnie Clemon Jr.

SAC Chair: Christopher P. Crossman

Superintendent: Robert Runcie

Date of School Board Approval: 12/06/2011

Last Modified on: 10/22/2012

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	Bonnie Clemon Jr.	Master's Degree in Educational Leadership, Educational Leadership certification	7	17	Seagull Alternative High School is not graded, the percentage of AYP criteria met in 2010 was 67%. In 2007, the percent scoring 3 and above on the 10th grade FCAT reading was 11%. In 2008, the percent scoring 3 and above on the 10th grade FCAT reading was 3%. In 2009, the percent scoring 3 and above on the 10th grade FCAT reading was 7%. In 2010, the percent scoring 3 and above on the 10th grade FCAT reading was 0%. In 2011, the percent scoring 3 and above on the 10th grade FCAT reading was 6%..
					Seagull Alternative High School is not

Assis Principal	Charisse E. Mosley	B.A. in English, Master's in Secondary English, Specialist's in Educational Leadership, Educational Leadership certification	2	4	graded, the percentage of AYP criteria met in 2010 was 67%. In 2007, the percent scoring 3 and above on the 10th grade FCAT reading was 11%. In 2008, the percent scoring 3 and above on the 10th grade FCAT reading was 3%. In 2009, the percent scoring 3 and above on the 10th grade FCAT reading was 7%. In 2010, the percent scoring 3 and above on the 10th grade FCAT reading was 0%. In 2011, the percent scoring 3 and above on the 10th grade FCAT reading was 6%.
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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)
Mathematics	Christopher Crossman	Bsc. Mathematics	3		Seagull Alternative High School is not graded, the percentage of AYP criteria met in 2010 was 67%

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	Peer mentoring through the New Educator Support System	New Educator Support System coach- Daicea baton,	ongoing	
2	To support all teachers with ongoing professional development and Professional Learning Communities	Professional Development Coordinator- Caroline Penland	ongoing	
3	To support teachers in new assignments with ongoing professional development and Professional Learning Communities	Assistant Principal- Charrise E. Mosley, Reading Coach- Kalillah Davis, Professional Development Coordinator- Caroline Penland, Department Chairs	ongoing	
4	To support veteran teachers with ongoing professional development and Professional Learning Communities	Assistant Principal- Charrise E. Mosley, Reading Coach- Kalillah Davis, Professional Development Coordinator- Caroline Penland	ongoing	
5	To receive feedback from all teachers regarding the school's professional development activities through Needs Assessment data and staff surveys.	Professional Development Coordinator- Caroline Penland	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
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
48	4.2%(2)	10.4%(5)	31.3%(15)	54.2%(26)	41.7%(20)	79.2%(38)	18.8%(9)	4.2%(2)	77.1%(37)

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
Susan Davis	Nympha Girard	Extensive experience	Ms. Girard is an experienced Social Studies teacher and will receive support from her department chair (Ms. Davis) to become acquainted with the procedures and routines of Seagull Alternative High School.
Daicea Banton	Udrea, Jones, Pierre	Extensive experience	Udrea and Pierre are new teachers and Miss Banton will provide the necessary NESS support. Jone is a continued mentee.

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

We are not a Title I school, Not applicable

Title I, Part C- Migrant

We are not a Title I school, Not applicable

Title I, Part D

We are not a Title I school, Not applicable

Title II

We are not a Title II school, Not applicable

Title III

We are not a Title III school, Not applicable

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.

Guidance Director-Tracy Justice, ESE specialist and RTI Case Manager-Ericka Stewart, Childcare Director- Barbara Deal, Reading Coach- Kalillah Davis, Family Counselor- Audrey Ennis, Teacher Representative- Nalda Francis, School Psychologist- Dawn Scalfani, School Social Worker- Maria Washington, Assistant Principal- Charrise E. Mosley,... and the teacher(s) of the student(s) referred to the team each meeting

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

The RtI Leadership Team meets bi-weekly to address student academic, behavioral concerns and attendance. Instructional strategies and interventions are reviewed and planned. Student academic, behavioral and attendance data is used to assess and plan for interventions. The RtI team coordinates its efforts with the school leadership team and the Attendance Task Force. Members of the RtI team are assigned to work with individual students to help them improve their attendance and/or achieve their academic and behavioral goals. These bi-weekly meetings are coordinated by our ESE specialist/RtI case manager, Alison Brooks. We record and track data per student continually. We plan initiatives for the Middle school and High School students according to the trends we see indicated in our studies.

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?

Data produced and monitored for the use in RtI meetings are also used to establish SIP goals for attendance, core curricular plans and school-wide initiatives.

The RtI Leadership Team is represented on the school's SAC committee by: R. Rocco Grande, Barbara Deal and Charisse E. Mosley. SAC/RtI members contribute to the SIP revisions throughout the year and work to implement the initiatives outlined within the SIP. The data reviewed and collected in RtI meetings determines the interventions used to achieve the goals outlined in our SIP.

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.

Tier I: Data Chat documents including FCAT and BAT scores, class grades, behavioral and attendance records
Tier II: Intensive reading data including SRI/DAR assessments, behavior contracts and Stanford Achievement tests
Tier III: Probationary agreements, Attendance agreements, Functional Behavior Assessments and Positive Behavior Intervention Plans

Describe the plan to train staff on MTSS.

During pre-planning week, the RtI team presents the information regarding the RtI process including the three tiered intervention checklist. Throughout the year, the RtI team members support and review the process with teachers and staff.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal- Bonnie Clemon Jr., Assistant Principal- Charisse Mosley, Reading Coach- Kalillah Davis, Math Department representative- Nalda Francis, Language Arts Department Chair/Professional Development Coordinator- Caroline Penland, Science/ Social Studies Department Chair- Susan Davis

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

The Literacy Leadership Team meets twice a month to discuss the school-wide literacy initiatives and monitor FCAT, BAT, SRI fluency, DAR and informal assessment reading data. We revise the initiatives and implement interventions like FCAT camps and Pullout sessions with students who struggle in reading. The Team collaborates with the Language Arts, Social Studies, Math, Science and Reading Department Chairs to increase the vocabulary skills of our students by implementing literacy strategies and best practices in all classes, school-wide. The methods include the use of active and Interactive Word Walls, Summarization strategies and writing across the curriculum.

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

Data Chats performed three times a year, Interactive Word Walls, Read Alouds, Do-Nows, Mock FCAT exams, Test-Taking Strategy workshops. The teacher workshops are evaluated by needs assessment surveys and through data collected by Classroom Walkthroughs. Benchmark exams, FAIR results, DAR scores and fluency probes are used to evaluate the effectiveness of the Word Wall, Read Aloud and Do-Now initiatives. The Mock FCATs will be scored to evaluate the improvements of student abilities.

Public School Choice

Supplemental Educational Services (SES) Notification

*Elementary Title I Schools Only: Pre-School Transition

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

We are not a Title I elementary school- NA

*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.

Reading and writing across the curriculum is used along with our School-Wide Initiatives which include: 1. Active and Interactive Word Walls that represent the vocabulary currently used in each class. 2. Daily Read-Alouds 3. Data Chats are performed three times annually with all attending students. 4. Do-Now activities are required in all classes each period. Do-Nows begin at the ring of the tardy bell for each of the four periods.

*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?

Reading and writing across the curriculum is used along with our School-Wide Initiatives which include: 1. Active and Interactive Word Walls that represent the vocabulary currently used in each class. 2. Daily Read-Alouds 3. Data Chats are performed three times annually in all classes. 4. Do-Now activities are required in all classes each period. Do-Nows begin at the ring of the tardy bell for each of the four periods.

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?

We offer Health Occupational Service classes for the students who are interested in becoming future medical professionals. Childcare courses are offered to those who wish to become future Childcare professionals. Business administration and Computer/technology courses are offered to those who are interested in becoming future business professionals. All of our classes incorporate real world examples of the professional work done within each academic area.

Postsecondary Transition

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

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

The High School has a BRACE advisor (Tanya Blake) who works with the Guidance Counselors to provide students with information on scholarships, financial aid, and the college application process. Our continuing education plan for the students explains resume writing and interview strategies for a smooth transition from high school to post secondary education along with direct workforce entry. Guest speakers such as the Broward College advisor, Technical school advisors and Military recruiters work with our students on campus throughout the school year.

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:	Student achievement level proficiency will increase by 4% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 13% (4 out of 31), of the students taking the 10th grade students taking the FCAT Reading test for the first time passed with a level 3 or above.	In 2013, the percent proficient will increase by 4 percentage point to 18%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the</p>	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

front office.

Seagull's Attendance Plan
2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.
- 7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence,

teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.

2	High Percentage of Struggling Readers (Level 1 and Level 2)	All students are enrolled in a daily double block intensive reading class with a highly qualified reading teacher.	Principal, Assistant Principal, Literacy Coach.	Student portfolios with testing information logged for formal and informal assessments. Observations and data chats.	Formal Assessments delivered several times per year to include FCAT, SAT, ACT, and FAIR. Informal Assessments to include teacher created tests and
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					mini assessments delivered 3-4 times per quarter.
3	Command of Academic Vocabulary	Instructional Focus includes vocabulary instruction throughout the year. Interactive words walls that employ Tier 2 vocabulary and Tier 3 vocabulary for content and context specific areas. Daily vocabulary Do Nows to increase Tier command of academic and conversational language.	Literacy Coach	Student oral and written responses to performance task items. Classroom Walkthroughs.	Improvement on DAR recognition word lists, FAIR assessments and Vocabulary Reporting Category Mini Assessments.
4	Test-taking Skills	Delivery of tests with FCAT 2.0 format. Create or improve test questions using FCAT 2.0 test item specifications. Increase the speed, accuracy and fluency of reading to aid in the comprehension of longer reading passages.	Principal, Assistant Principal, Literacy Coach.	Lesson Plan Evaluation Test Results Increase in Correct Words Per Minute Fluency Rate	FCAT 2.0 Sample Passages Reading Drills Fluency Drills Florida Oral Reading Fluency (FORF)

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:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1/1) of students received a Level 5 on the FAA.	100% of students will receive a passing score on the FAA.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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. Reading Goal #2a:	Target Level 3 and bubble kids to increase Level 4 and above achievement level by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 3% (1 out of 31) of the students who took the FCAT 10th grade Reading test scored a Level 4 or above.	In 2013, the percent of the students who take the FCAT 10th grade Reading test, scoring a Level 4 or above will increase by 3 percentage points to 6%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Poor Attendance</p>	<p>The school's Attendance Plan outlines a variety of strategies.</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p> <p>1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for</p>	<p>Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.</p>	<p>Daily monitoring of attendance, tardiness and early sign-out data for all students.</p>	<p>Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.</p>

the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian.

Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for

		attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing. 9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues. 10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually). 11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.			
2	High Percentage of Non-Proficient Students	Encourage and reward daily attendance. Target high level 2 an level 3 students and provide remediation and enrichment. Utilize novel study in curriculum throughout the year. Develop high interest advanced project-based curriculum.	Principal, Assistant Principal, Literacy Coach.	Attendance Records Classroom Walk-Through Teacher, student and BRACE advisor feedback Increase in Post-Secondary interest/applications. AR Goals	Formal and informal assessments Accelerated Reader

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:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement

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

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:</p>	<p>Percentage of students making learning gains will increase to 52%.</p>
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<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
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<p>In 2012, 47% (8 out of 17) of the students made learning gains on the FCAT 2.0 assessment.</p>	<p>In 2013, the percentage of students making learning gains on the FCAT Reading 2.0 will increase by 5 percentage points to 52%.</p>
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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
	<p>Poor Attendance</p>	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p> <p>1) Teachers will accurately record daily attendance for all</p>	<p>Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.</p>	<p>Daily monitoring of attendance, tardiness and early sign-out data for all students.</p>	<p>Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.</p>

students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.
- 7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and

		<p>strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.</p> <p>8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Lack of Comprehension	Empower students to use comprehension strategies. Empower teacher with instructional strategies. Use technology and educational media as a means of remediation and enrichment.	Principal Assistant Principal Literacy Coach	Lesson Plan Overview Professional Learning Communities Student Work Check for Understanding	Compass Odyssey FCAT Explorer Formal Assessments: FAIR, FCAT 2.0, DAR Informal Assessments
3	Lack of Confidence	Create plausible and realistic learning gain and academic goals in conjunction with individual students. Target individual learning style.	Principal, Assistant Principal Literacy Coach Guidance Counselors	Data Chats Goal Checks Interim and Grade Report Checks Social Interaction	Teacher Created Tests Learning Style Inventory

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:		Insufficient Data		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Insufficient Data		Insufficient Data		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2013, 15% of students in the lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Insufficient Data based on the number of students.	In 2013, 15% of students in the lowest 25% will make learning gains 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
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any</p>	Administration, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan
2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact

information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.

2	Word Decoding- A large % of students lack phonemic awareness and phonological skills which greatly affects comprehension.	Vocabulary Intervention Programs with a trained facilitator in a small group or one-on-one setting.	Principal- Bonnie Clemon, Jr. Assistant Principal- Charisse Mosley Literacy Coach- Kalillah Davis	Word Walls Increased comprehension level Written and oral responses	REWARDS Pre-Post Test REWARDS Plus/Social Studies Pre-Post Test DAR- Word Recognition DAR- Spelling FAIR- Word Analysis
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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 # In 2012, 16% (5 out of 31), of the 10th grade students taking the FCAT Reading test for the first time passed with a level 3 or above. In 2013, the percent proficient will increase by 4 percentage points each year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	16	20	24	28	32	

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:	There are no Asian student or American Indian student subgroups. The white student subgroup will maintain reading satisfactory progress. Black student will increase by 4% Hispanic student will increase by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of students making satisfactory progress White student- 100% (3/3) Black student- 8% (2/25) Hispanic students- 0% (3/3)	White student - 100% Black student- 12% Hispanic student- 4%

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
	Poor Attendance	The school's Attendance Plan outlines a variety of strategies: Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan. The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure	Administration, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan
2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases where the student has been

		continuously absent and diligent attempts to locate the student have been unsuccessful.			
2	Students that struggle with the five areas of reading: phonics, phonemic awareness, fluency, vocabulary and comprehension,	Adherence to cross curricula instructional focus. Adherence to the struggling readers chart for comprehensive and supplemental reading plans Frequent reteaching of reporting categories High Interest/Low Readability Passages	Principal, Assistant Principal, Literacy Coach, Writing Coach.	Completion and accuracy of assignments Increased attendance Participation in classroom activities Classroom walk-through	FAIR, FCAT, DAR, Fluency Probes Mini Assessments

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:	5% of our ELL students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% 1/1 of ELL students made satisfactory progress in reading.	5% of ELL students will make satisfactory progress 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
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of</p>	School Social Worker, Attendance Task Force leader.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must

contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.

Language Barrier

All students are enrolled in a daily double block Developmental Language Arts class as well as an English class.

Principal,
Assistant Principal,
Literacy Coach.

Continuous Monitoring
English Language
Development
Monthly data results from
classroom assessment as

IPT
CELLA
FAIR
FCAT
DAR

2	Differentiated Instruction and a modified curriculum as necessary. Literacy Coach administers targeted pull-out instruction throughout the year.	well as standardized test data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	SWD will show a 5% increase in learning gains and/or achievement level in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 25% (2 of 8) of SWD students made satisfactory progress in reading.	In 2013, 30% of SWD will make satisfactory progress 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
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p>	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

Seagull's Attendance Plan
2011 – 2012:

- 1) Teachers will accurately record attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.
- 7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker

		<p>referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.</p> <p>8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Processing Difficulties and Language Impairment	<p>Modified curriculum as necessary.</p> <p>Pull-Out and Push-In services by a paraprofessional or literacy coach</p> <p>Differentiated Instruction</p> <p>Instructional strategies that target areas for improvement</p>	Principal, Assistant Principal, Literacy Coach, ESE Specialist, School Psychologist.	Data collected from classroom assessments and standardized assessments	FAIR FCAT DAR Teacher Created Tests/Projects

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:	Economically disadvantage students will increase their satisfactory progress in reading by 5% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 14% (4 of 29) of economically disadvantaged students made satisfactory progress in reading.	In 2013, 19% of economically disadvantaged students will make satisfactory progress 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
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p> <p>1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until</p>	Administration, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.
- 7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the

		<p>reasons for the student's non-attendance and plan interventions and strategies as appropriate.</p> <p>8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Lack of motivation	Financial Incentive through an On the Job Training initiative for eligible students.	Principal- Bonnie Clemon, Jr. Assistant Principal- Charisse Mosley Guidance Director- Tracy Justice	Employer Feedback Attendance	OJT Evaluation

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
•Literacy Strategies / use of technology to improve literacy						Principal Bonnie

<ul style="list-style-type: none"> Transforming curriculum to Common Core Utilizing ACE Reading/Math Strategy Across the Curriculum Introducing Tier II words across the curriculum Note-taking Strategies 	7-12th grade Reading and Language Arts	Caroline Penland	The PLCs will continue focus on literacy strategies, but school-wide strategies will include: AACE, Tier II words and Note-taking.	August 13/16, Sept. 27, Oct. 26, Nov (2 dates), Dec (2 dates), Jan. 18, Feb. 7, March 22, and May 24.	Monitoring will be done on the group's Professional Development Wiki http://seagullhigh.pds.hrd.wikispaces.net and through classroom quarterly test results Agendas and minutes for each PLC meeting will be maintained throughout the year.	Clemon, Assistant Principal-Charisse Mosley, Reading Coach K.Davis, Reading Department Chair- Caroline Penland
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Academic Vocabulary	Townsend Press: Building, Improving and Advancing Vocabulary Skills Fourth Edition Student Books	SAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Enrichment and Reinforcement	Educational Software	SAC	\$800.00
			Subtotal: \$800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional "withitness"	Common Core Training Novel Study		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Motivation & Confidence	Token Economy/Rewards	SAC	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$2,300.00

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:

In 2013, 5% of ELL students will be proficient in Listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

In 2012, 6.7% (1 out of 15) were 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
1	Teachers not knowledgeable in ESOL strategies.	Ensure all teachers are ESOL endorsed. Teachers are to adopt the ESOL strategies in order to meet the needs and levels of learning of all ELL students.	Principal, Assistance Principal, Teachers, ESOL Contact.	Continuously monitored through mini assessments.	Use informal/alternative assessment and observation to guide instruction.

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:

In 2012, 3% will be proficient in Reading.

2012 Current Percent of Students Proficient in reading:

In 2012, 0% (0 out of 15) were 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
1	Poor literacy skills (vocabulary, comprehension and application) in the majority of ELL student's native language.	Differentiated instructional strategies including non-linguistic representations. Reinforcement of reading strategies in all content areas.	Reading Coach	Monthly data results from classroom assessment as well as standardized test data.	FAIR, FCAT, CELLA.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

In 2013, 5% will be proficient in Writing.

2012 Current Percent of Students Proficient in writing:

In 2012, 0% (0 out of 15) were 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
1	Attendance	Incentive given for consistent attendance throughout the year. Call parent after each third absence	Principal, Assistant Principal, Each Department Head	Attendance records are checked against baseline date from first of year.	Writing Test, FAIR and individual attendance records.

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	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
No Data Submitted				

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	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
No Data Submitted				

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal # 2b:	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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	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
No Data Submitted				

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	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
No Data Submitted				

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	N/A					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	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
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. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	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
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. 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 Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In 2012, there was insufficient data. In 2013, at least 50% of the students will score at achievement level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Insufficient data	In 2013, at least 50% of the students will score at achievement level 3.

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
	Poor Attendance	The school's Attendance Plan outlines a variety of strategies: Seagull will ensure that all teachers, support	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early

staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.

The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

the Attendance Task Force members.

sign-out rates for all students.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every

		<p>month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Lack of Parental Support	Create incentive programs to promote parental involvement with students	Principal, Assistant Principal, Math Department Chair, SAC Chair, Family Counselor, Social Worker.	Recording of attendance at Monthly SAC, SAF and PTSA meeting, open house and student conferences.	Records of Student Conferences, Parental visits.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	In 2012, there was insufficient data. In 2013, at least 5% of the students will score at achievement levels 4, 5, 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there was insufficient data.	In 2013, at least 5% of the students will score at achievement levels 4, 5, 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years</p>	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan
2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given

to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian.

Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students

		with perfect attendance (monthly, quarterly and annually). 11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.			
2	Lack of Parental Support	Create incentive programs to promote parental involvement with students	Principal, Assistant Principal, Math Department Chair, SAC Chair, Family Counselor, Social Worker.	Recording of attendance at Monthly SAC, SAF and PTSA meeting, open house and student conferences.	Records of Student Conferences, Parental visits.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 2012, there was insufficient data. In 2013, at least 65% of the students will score at achievement level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there was insufficient data.	In 2013, at least 65% of the students will score at or above achievement level 3.

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
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies.</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons</p>	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan
2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be

invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.

2

Lack of incentive programs and academic competitions for student enrichment

Create a math club to provide enrichment and enhance the math skills among those already

Principal, Assistant Principal, Dept. Chair, SAC chair.

Monitor continued interest and participation in Math competitions, peer tutoring groups and

Stanford Math exam, EOC exam and FCAT Math, FCAT

	proficient on the FCAT Math exam	classroom math instruction.	Science and classroom students projects
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In 2012, there was insufficient data. In 2013, at least 5% of the students will score at are above achievement level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there was insufficient data.	In 2013, at least 5% of the students will score at are above achievement level 7.

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 Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p>	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's

		<p>parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.</p> <p>8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Lack of incentive programs and academic competitions for student enrichment	Create a math club to provide enrichment and enhance the math skills among those already proficient on the FCAT Math exam	Principal, Assistant Principal, Dept. Chair, SAC chair.	Monitor continued interest and participation in Math competitions, peer tutoring groups and classroom math instruction.	Stanford Math exam, EOC exam and FCAT Math, FCAT Science and classroom students projects

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2012, there was insufficient data. In 2013, at least 50% of the students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, there was insufficient data.

In 2013, at least 50% of the students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Poor Attendance</p>	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p> <p>1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN"</p>	<p>Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.</p>	<p>Daily monitoring of attendance, tardiness and early sign-out data for all students.</p>	<p>Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.</p>

for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.
- 7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.
- 8) There will be collaboration among educators, community

		<p>partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Critical thinking challenges	Teach test-taking skills and critical thinking skills. Utilize mock FCAT practice exams.	Principal, Assistant Principal, Dept. Chair.	Check improvement in test taking skills. Check performance on teacher-made and standardized tests	BAT I and BAT II results, Mock FCAT exams, mini-BATS EOC exams, Classroom tests

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	In 2012, there was insufficient data. In 2013, at least 70% of the students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there was insufficient data.	In 2013, at least 70% of the students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Poor Attendance	The school's Attendance Plan outlines a variety of strategies:	Administration-Principal-Mr. Bonnie Clemon Jr., Intern-Principal-	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of

Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.

The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into

Ms. Charisse E. Mosley, Maria Washington, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.

attendance, tardiness and early sign-out rates for all students.

Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The

		2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues. 10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually). 11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.			
2	Critical thinking challenges	Teach test-taking skills and critical thinking skills. Utilize mock FCAT practice exams.	Principal: Bonnie Clemon Assistant Principal: Charisse Mosley Dept. Chair: Nalda Francis	Check improvement in test taking skills. Check performance on teacher-made and standardized tests	BAT I and BAT II results, Mock FCAT exams, mini-BATS EOC exams, Classroom tests

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2012, there was insufficient data. In 2013, at least 50% of the students in the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there was insufficient data.	In 2013, at least 50% of the students in the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Poor Attendance	The school's Attendance Plan outlines a variety of strategies: Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan. The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and	Administration, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan
2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will

be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian.

Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or

		older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.			
2	Lack of Math Fluency (inability to quickly read and comprehend mathematics) Ignorance to the practicality of mathematics.	Teach test-taking skills and critical thinking skills for use in mathematics. Utilize instruction in reading and comprehension of mathematical problems. Use project based assessments.	Principal, Assistant Principal, Dept. Chair.	Through Classroom Walkthroughs monitor improvement in test taking skills. Monitor performance on teacher-made test/projects and standardized tests	CWT results, Mock FCAT exams, Practice EOC exams, Class tests. BAT I and BAT II results, projects.

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 # To increase the students' level of proficiency to 65% in five years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Insufficient Data	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:	In 2012, there was insufficient data. In 2013, the subgroup and the % that will make satisfactory progress will be: White (30%), Black (30%), Hispanic (30%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there was insufficient data.	In 2013, the subgroup and the % that will make satisfactory progress will be: White (30%), Black (30%), Hispanic (30%).

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
	Poor Attendance	The school's Attendance Plan outlines a variety of strategies: Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan. The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for	Administration, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

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2011 – 2012:

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- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and

the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian.

Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance

		(monthly, quarterly and annually). 11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.			
2	Inadequate student teacher interaction Lack of parental support	Mentoring School initiative for programs to involve parents, mentors and students. Data chats with students.	Principal, Assistant Principal, Dept. Chair, Chairperson for mentoring program.	Attendance at functions. Professional development, Log of mentor/student interaction, Log of student/teacher Data chat.	Surveys, appraisals, Logs.

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:	In 2012, there was insufficient data. In 2013, at least 40% of the ELL students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there was insufficient data.	In 2013, at least 40% of the ELL students will make satisfactory progress.

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
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons</p>	School Social Worker, Attendance Task Force leader.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan
2011 – 2012:

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- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be

invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

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10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.

2	Interpretation of the New Generation Sunshine State Standards.	Use complementary text books written in L1.	Principal, Assistant Principal, Dept. Chair.	Classroom evaluation	Level of reticence
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>In 2012, there was insufficient data. In 2013, at least 40% of the SWD students will make satisfactory progress.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>In 2012, there was insufficient data.</p>	<p>In 2013, at least 40% of the SWD students will make satisfactory progress.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Poor Attendance</p>	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p> <p>1) Teachers will accurately record daily attendance for all students on their</p>	<p>Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.</p>	<p>Daily monitoring of attendance, tardiness and early sign-out data for all students.</p>	<p>Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.</p>

Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.
- 7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have

		<p>attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.</p> <p>8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Interaction with the New Generation Sunshine State Standards.	Employ innovation teaching strategies, especially project based learning.	Principal, Assistant Principal, Dept Chair.	Analysis of student involvement and performance in comparison to traditional assessment	Alternative 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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012, there was insufficient data. In 2013, at least 40% of the Economically Disadvantaged students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there was insufficient data.	In 2013, at least 40% of the Economically Disadvantaged students will make satisfactory progress.

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
	<p>Poor Attendance</p>	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p> <p>1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each</p>	<p>Administration, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.</p>	<p>Daily monitoring of attendance, tardiness and early sign-out data for all students.</p>	<p>Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.</p>

day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

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8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A

	<p>continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>		
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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. Mathematics Goal #1:	In 2012, there was insufficient data. In 2013, at least 5% of the students will score at achievement levels 4, 5, 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there was insufficient data.	In 2013, at least 5% of the students will score at achievement levels 4, 5, 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Poor Attendance	The school's Attendance Plan outlines a variety of strategies: Seagull will ensure that all teachers, support staff, and administration will	Administration, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.

The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed.

Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

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8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including

		<p>incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Poor Attendance	Create incentive programs to promote parental involvement with students	Principal, Assistant Principal, Math Department Chair, SAC Chair, Counselor, Social Worker.	Recording of attendance at Monthly SAC, SAF and PTSA meeting, open house and student conferences.	Records of Student Conferences, Parental visits.

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:	In 2012, there was insufficient data. In 2013, at least 5% of the students will score at are above achievement level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there was insufficient data.	In 2013, at least 5% of the students will score at are above achievement level 7.

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 Poor Attendance	The school's Attendance Plan outlines a variety of strategies:	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance,

Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.

The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking

Force leader and the Attendance Task Force members.

tardiness and early sign-out rates for all students.

APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental

		<p>health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Lack of incentive programs and academic competitions for student enrichment	Create a math club to provide enrichment and enhance the math skills among those already proficient on the FCAT Math exam	Principal, Assistant Principal, Dept. Chair, SAC chair.	Monitor continued interest and participation in Math competitions, peer tutoring groups and classroom math instruction.	Stanford Math exam, EOC exam and FCAT Math, FCAT Science and classroom students projects

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:	In 2012, there was insufficient data. In 2013, at least 70% of the students will make learning gains.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
In 2012, there was insufficient data.	In 2013, at least 70% of the students will make learning gain			
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
Poor Attendance	The school's Attendance Plan	Administration-Principal, Intern-	Daily monitoring of attendance, tardiness	Data Warehouse and

<p>outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p> <p>1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance</p>	<p>Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.</p>	<p>and early sign-out data for all students.</p>	<p>Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.</p>
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for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community

		<p>partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Critical thinking challenges	Teach test-taking skills and critical thinking skills. Utilize mock FCAT practice exams.	Principal, Assistant Principal, Dept. Chair.	Check improvement in test taking skills. Check performance on teacher-made and standardized tests	BAT I and BAT II results, Mock FCAT exams, mini-BATS EOC exams, Classroom tests

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:	In winter 2012, 14% (3 out of 21) students who took the EOC Algebra I achieved proficiency. In 2013, 19% or more of the students will reach a level 3 or greater on the EOC Algebra I test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In winter 2012, 14% (3 out of 21) students who took the EOC Algebra I achieved proficiency.	In 2013, 19% or more of the students will reach a level 3 or greater on the EOC Algebra I test.
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
	<p>Poor Attendance</p>	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p> <p>1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for</p>	<p>Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.</p>	<p>Daily monitoring of attendance, tardiness and early sign-out data for all students.</p>	<p>Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.</p>

the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian.

Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports,

		including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing. 9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues. 10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually). 11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.			
2	Lack of Parental Support	Create incentive programs to promote parental involvement with students	Principal, Assistant Principal, Math Department Chair, SAC Chair, Family Counselor, Social Worker.	Recording of attendance at Monthly SAC, SAF and PTSA meetings, open house and student conferences.	Records of Student Conferences, Parental visits.
3	Lack of availability of computers in the math classroom	Class set of computers permanently available in the math classrooms	Principal, Assistant Principal, Technology Specialist, SAC Chair, Math Dept. Chair.	Monitoring of the availability of computers in classrooms. Monitoring of students' computer use.	School Inventory of Classroom computers. Record of students' participation in computer-based activities.

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:	In 2012, 0% (0 out of 21) of the students who took the EOC Algebra I achieved a level 4 or 5. In 2013, 3% of the students will achieve a level of 4 or 5 on the EOC Algebra I test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% (0 out of 21) of the students who took the EOC Algebra I achieved a level 4 or 5.	In 2013, 3% of the students will achieve a level of 4 or 5 on the EOC Algebra I test.

Problem-Solving Process to Increase Student Achievement

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

The school's Attendance Plan outlines a variety of strategies. Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan. The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of Administration-Principal-Mr. Bonnie Clemon Jr., Intern-Principal-Ms. Charisse E. Mosley, Maria Washington, School Social Worker, Attendance Task Force leader and the Attendance Task Force members. Daily monitoring of attendance, tardiness and early sign-out data for all students. Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students. 1 any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office. Seagull's Attendance

Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.

Daily monitoring of attendance, tardiness and early sign-out data for all students

Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

Plan 2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.
- 7) Upon the fifth day (consecutive or nonconsecutive, excused

or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's nonattendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of nonattendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful

2

Lack of incentive programs and academic competitions for student enrichment

Continue with math club to provide enrichment and enhance the math skills among those already proficient on the FCAT

Principal, Assistant Principal, Dept. Chair, SAC chair.

Monitor continued interest and participation in Math competitions, peer tutoring groups and classroom math

Stanford Math exam, EOC exam and FCAT Math, FCAT Science and classroom student

		Math exam		instruction.	projects
3	3. Lack of availability of computers in the math classroom	Class set of computers permanently available in the math classrooms	Principal, Assistant Principal, Technology Specialist, SAC Chair, Dept. Chair.	Monitoring of the availability of computers in classrooms. Monitoring of students' computer use.	EOC Algebra I and Geometry Exams and classroom projects

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 # To increase the students' level of proficiency to 60% in five years.					
Baseline data 2010-2011		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	14%	19%	30%	50%	60%		

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Insufficient Data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Insufficient Data.	In 2013, the black and Hispanic subgroups are expected to exhibit 5% increases in making AYP proficiency.

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
Poor Attendance	The school's Attendance Plan outlines a variety of strategies: Seagull will ensure that all teachers, support Administration-Principal-Mr. Bonnie Clemon Jr., Intern-Principal-Ms. Charisse E. Mosley, Maria Daily monitoring of attendance, tardiness and early sign-out data for all students. Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for staff, and administration will exhaust their efforts to increase daily attendance of all	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students

students by adhering to the school attendance plan. The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher Washington, School Social Worker, Attendance Task Force leader and the Attendance Task Force members. all students.

1
absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or nonconsecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's nonattendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental

		<p>health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of nonattendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Interaction with the New Generation Sunshine State Standards.	Employ innovative teaching strategies, especially project-based learning	Principal, Assistant Principal, Dept Chair: Nalda Francis	Analysis of student involvement and performance in comparison to traditional assessments	Alternative 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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Insufficient Data for 2012. In 2013, 5% or more of the students will make AYP
2012 Current Level of Performance:	2013 Expected Level of Performance:
Insufficient Data for 2012.	In 2013, 5% or more of the students will make AYP

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
	Poor Attendance	The school's Attendance Plan outlines a variety of strategies:	School Social Worker, Attendance Task	Daily monitoring of attendance, tardiness and early sign-out data for all students	Data Warehouse and Pinnacle/Gradebook reports of

Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan. The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office. Seagull's Attendance Plan 2011 – 2012:
1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in Maria Washington, School Social Worker, Attendance Task Force leader. Daily monitoring of attendance, tardiness and early sign-out data for all students. Data Warehouse and Pinnacle/Gradebook

Force leader.

attendance, tardiness and early sign-out rates for all students.

reports of attendance, tardiness and early sign-out rates for all students.

1
class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or nonconsecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct

		<p>the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's nonattendance and plan interventions and strategies as appropriate.</p> <p>8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of nonattendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful</p>			
2	Interpretation of the New Generation Sunshine State Standards.	Use complementary text books written in L1.	Principal, Assistant Principal, Dept. Chair.	Classroom evaluation	Level of reticence

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.	Insufficient Data for 2012.
Algebra Goal #3D:	In 2013, 5% or more of the ELL students will make AYP
2012 Current Level of Performance:	2013 Expected Level of Performance:

Insufficient Data for 2012.

In 2013, 5% or more of the ELL students will make AYP

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
	<p>Poor Attendance</p>	<p>The school's Attendance Plan outlines a variety of strategies: Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan. The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office. Seagull's Attendance Plan 2011 – 2012: 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are</p>	<p>Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.</p>	<p>Daily monitoring of attendance, tardiness and early sign-out data for all students</p>	<p>Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.</p>

Washington,
School Social
Worker,
Attendance Task
Force leader and
the Attendance
Task Force
members.
Daily monitoring of
attendance, tardiness
and early sign-out data
for all students.
Data Warehouse
and
Pinnacle/Gradebook
reports of
attendance,
tardiness and early
sign-out rates for
all students.

1

E1ed. Teachers must
mark in
Pinnacle/Gradebook
every period of every
day by noting a "P" for
present, "AU" for
absent/Unexcused,
"PN" for present/not in
class or "T" for Tardy.
Pinnacle/Gradebook
attendance boxes are
not to be left blank.
Each day BRB teachers
will rectify attendance
for the previous day's
off-campus BRB
students by checking
APEX activity.

2) Following a teacher
absence, the sign-in
sheet record of
attendance left by the
substitute must be
transferred into
Pinnacle/Gradebook by
that teacher.

3) The IMT will
document late school
arrivals, excused
absences and early
sign-outs.

4) The IMT will pull
attendance reports
from Opti-Spool each
Monday to identify
students with patterns
of non-attendance.
That information will be
given to the
administration and the
school social worker.

5) Automatic –
ParentLink messages
will be made to the
students' homes when
full-day absences
occur.

6) On the third day of
any student's absence,
teachers must call
home and log that
contact information in
their parent/guardian
contact logs. When
parent/guardian
contact information is

found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or nonconsecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's nonattendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of nonattendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases where the student has been continuously

		absent and diligent attempts to locate the student have been unsuccessful.			
2	Interaction with the New Generation Sunshine State Standards.	Employ innovative teaching strategies, especially project-based learning	Principal, Assistant Principal, Dept Chair.	Analysis of student involvement and performance in comparison to traditional assessment	Alternative 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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Insufficient Data for 2012. In 2013, 25% or more of the students on Free and reduced Lunch will make AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Insufficient Data for 2012.	In 2013, 25% or more of the students on Free and reduced Lunch will make AYP.

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
	Poor Attendance	The school's Attendance Plan outlines a variety of strategies: Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan. The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students

legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

1) Teachers will accurately record daily Administration-Principal-Mr. Bonnie Clemon Jr., Intern-Principal-Ms. Charisse E. Mosley, Maria Washington, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.

Daily monitoring of attendance, tardiness and early sign-out data for all students.

Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

1 attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in

Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

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8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of nonattendance, will be ongoing.

9) CPST/RTI is an

		integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues. 10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually). 11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful			
2	Lack of access to computers and other resources	Seek sponsorship to create incentives. Guide students in the use of public resources.	Principal, Assistant Principal, Dept. Chair:	Attendance report Student conferences	Increase attendance and performance

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:		In winter 2012, 11.4% (5 out of 44) students who took the Geometry EOC achieved proficiency (level 3). In 2013, 20% or more of the students will reach a level 3 on the Geometry EOC test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In winter 2012, 11.4% (5 out of 44) students who took the EOC Algebra I achieved proficiency (level 3).		In 2013, 20% or more of the students will reach a level 3 on the Geometry EOC test.			
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
	Poor Attendance	The school's Attendance Plan outlines a variety of strategies: Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

attendance of all students by adhering to the school attendance plan.

The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed.

Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be

transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and

		<p>interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Lack of Parental Support	Create incentive programs to promote parental involvement with students	Principal, Assistant Principal, Math Department Chair, SAC Chair, Family Counselor, Social Worker.	Recording of attendance at Monthly SAC, SAF and PTSA meetings, open house and student conferences.	Record of Student Conferences Parental visits
3	Lack of availability of computers in the math classroom	Class set of computers permanently available in the math classrooms	Principal, Assistant Principal, Technology Specialist, SAC Chair, Math Dept. Chair.	Monitoring of the availability of computers in classrooms. Monitoring of students' computer use.	School Inventory of Classroom computers. Record of students' participation in computer-based activities.

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:	In winter 2012, 11.4% (5 out of 44) students who took the Geometry EOC achieved high proficiency (at or above level 4). In 2013, 20% or more of the students will reach a level 3 on the Geometry EOC test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In winter 2012, 11.4% (5 out of 44) students who took the Geometry EOC achieved high proficiency (at or above level 4).	In 2013, 20% or more of the students will reach a level 3 or better on the Geometry EOC test.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	<p>Poor Attendance</p>	<p>The school's Attendance Plan outlines a variety of strategies.</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p> <p>1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy.</p>	<p>Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.</p>	<p>Daily monitoring of attendance, tardiness and early sign-out data for all students.</p>	<p>Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.</p>

Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

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		<p>strategies as appropriate.</p> <p>8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Lack of Parental Support	Create incentive programs to promote parental involvement with students	Principal, Assistant Principal, Math Department Chair, SAC Chair, Family Counselor, Social Worker.	Recording of attendance at Monthly SAC, SAF and PTSA meetings, open house and student conferences.	Record of Student Conferences and Parental visits
3	Lack of availability of computers in the math classroom	Class set of computers permanently available in the math classrooms	Principal, Assistant Principal, Technology Specialist, SAC Chair, Math Dept. Chair.	Monitoring of the availability of computers in classrooms. Monitoring of students' computer use.	School Inventory of Classroom computers. Record of students' participation in computer-based activities.

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 #

To increase the students' level of proficiency to 50% in four years.

3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	20%	30%	40%	50%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	In 2012, the following percentage of students made AYP in Geometry in the respective subgroups : 0% (0 out of 3) white student; 24% (8 out of 34) Black student; 17% (1 out of 6) Hispanic student. In 2013, each subgroup is expected to exhibit a 5% increase in making AYP proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the following percentage of students made AYP in Geometry in the respective subgroups : 0% (0 out of 3) white student; 24% (8 out of 34) Black student; 17% (1 out of 6) Hispanic student.	In 2013, each subgroup is expected to exhibit a 5% increase in making AYP proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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the campus during the school day, only by signing them out in the front office.

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- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
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		unsuccessful.			
2	Lack of Parental Support	Create incentive programs to promote parental involvement with students	Principal, Assistant Principal, Math Department Chair, SAC Chair, Family Counselor, Social Worker.	Recording of attendance at Monthly SAC, SAF and PTSA meetings, open house and student conferences.	Record of Student Conferences Parental visits
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	In 2012, 0% (0 out of 3) of the ELL who took the Geometry EOC made AYP. In 2013, 5% or more of the ELL students taking the Geometry EOC will made AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% (0 out of 3) of the ELL students who took the Geometry EOC made AYP.	In 2013, 5% or more of the ELL students taking the Geometry EOC will made AYP.

Problem-Solving Process to Increase Student Achievement

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correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

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		attendance (monthly, quarterly and annually). 11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.			
Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p> <p>1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked</p>	Administration-Principal, Intern-Principa, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students	

absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.
- 7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and

		<p>strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.</p> <p>8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
3	Lack of Parental Support	Create incentive programs to promote parental involvement with students	Principal, Assistant Principal, Math Department Chair, SAC Chair, Family Counselor, Social Worker.	Recording of attendance at Monthly SAC, SAF and PTSA meetings, open house and student conferences.	Record of Student Conferences Parental visits
4	Lack of availability of computers in the math classroom	Class set of computers permanently available in the math classrooms	Principal, Assistant Principal, Technology Specialist, SAC Chair, Math Dept. Chair.	Monitoring of the availability of computers in classrooms. Monitoring of students' computer use.	School Inventory of Classroom computers. Record of students' participation in computer-based activities.

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:

<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p> <p>Geometry Goal #3D:</p>	<p>In 2012, 0% (0 out of 6) of the SWD who took the Geometry EOC made AYP. In 2013, 5% or more of the SWD taking the Geometry EOC will made AYP.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>In 2012, 0% (0 out of 6) of the SWD who took the Geometry EOC made AYP.</p>	<p>In 2013, 5% or more of the SWD taking the Geometry EOC will made AYP.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Poor Attendance</p>	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p>	<p>Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.</p>	<p>Daily monitoring of attendance, tardiness and early sign-out data for all students.</p>	<p>Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.</p>

1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any

student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.

2

Lack of Parental Support

Create incentive programs to promote parental involvement with students

Principal, Assistant Principal, Math Department Chair, SAC Chair, Family

Recording of attendance at Monthly SAC, SAF and PTSA meetings, open house and student conferences.

Record of Student Conferences
Parental visits

			Counselor, Social Worker.		
3	Lack of availability of computers in the math classroom	Class set of computers permanently available in the math classrooms	Principal, Assistant Principal, Technology Specialist, SAC Chairs, Math Dept. Chair.	Monitoring of the availability of computers in classrooms. Monitoring of students' computer use.	School Inventory of Classroom computers. Records of students' participation in computer-based activities.

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	In 2012, 22.7% (10 out of 44) of the Student on FRL who took the Geometry EOC made AYP. In 2013, 27% or more of the FRL taking the Geometry EOC will made AYP.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, 22.7% (10 out of 44) of the Student on FRL who took the Geometry EOC made AYP,.	In 2013, 27% or more of the FRL taking the Geometry EOC will made AYP.
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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
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call</p>	Administration, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.
- 6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian

contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases

		where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.			
2	Lack of Parental Support	Create incentive programs to promote parental involvement with students	Principal, Assistant Principal, Math Department Chair, SAC Chair, Family Counselor, Social Worker.	Recording of attendance at Monthly SAC, SAF and PTSA meetings, open house and student conferences.	Record of Student Conferences and Parental visits
3	Lack of availability of computers in the math classroom	Class set of computers permanently available in the math classrooms	Principal, Assistant Principal, Technology Specialist, SAC Chair, Math Dept. Chair.	Monitoring of the availability of computers in classrooms. Monitoring of students' computer use.	School Inventory of Classroom computers. Record of students' participation in computer-based activities.

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
Improve students' abilities to utilize technology to display their understanding of a decided mathematical concept with 80% accuracy. ACE strategies, Tier II words, and note-taking strategies will be the focus across the curriculum.	6-12 grades/ Math	Mr. Christopher Crossman	Mrs. Camelia Mot, Mr. Alden Breton, Mr. Christopher Crossman, Ms. Nalda Francis and Mrs. Debbie Kurinsky.	August 13/16, Sept. 27, Oct. 26, Nov (2 dates), Dec (2 dates), Jan. 18, Feb. 7, March 22, and May 24.	Analysis BAT tests, Classroom test, EOC results.	Principal Bonnie Clemon Jr., Assistant Principal Charisse Mosley, Dept. Chair Nalda Francis

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
Use of county adopted calculators for mathematics instruction preparing students for the End Of Course Exams in Geometry and Algebra I	TI30XS and TI108 calculators	SAC/accountability	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		In 2012, 100% (1 out of 1) of the students scored at levels 4, 5, and 6 in science.			
Science Goal #1a:		In 2013, students will maintain 100% proficiency at levels 4,5 and 6.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012, 100% (1 out of 1) of the students scored at levels 4, 5, and 6 in science.		In 2013, students will maintain 100% proficiency at levels 4,5 and 6.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected</p>	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will

be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian.

Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to

		CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues. 10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually). 11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.			
2	Seagull students have an identified and measured gap in their language skills in Science content.	Utilize district adopted text, Word Walls and vocabulary strategies related to the Frayer Model	Principal, Assistant Principal, Science Dept. Head, Reading Coach.	Science Core curricular areas will review specific assessment data related to vocabulary skills	Text based assessments and informal teacher assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Insufficient Data
2012 Current Level of Performance:	2013 Expected Level of Performance:
Insufficient Data	in 2013, 5% of the students will score at or above level 7.

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
	Poor Attendance	The school's Attendance Plan outlines a variety of strategies: Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan. The parent/guardian of a child of compulsory school age (6-16 years of age) is	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

		<p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Lack of incentive programs and academic competitions for student enrichment	Create a math club to provide enrichment and enhance the math skills among those already proficient FCAT Math.	Principal, Assistant Principal, Science Dept. Head, Reading Coach.	Students will participate in competitions and projects	Rubrics to assess projects.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.				
Science Goal #2a:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	

Science Goal #2b:				
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.		In 2012, 100% (1 out of 1) of the students scored at levels 4, 5, and 6 in science.			
Science Goal #1:		In 2013, students will maintain 100% proficiency at levels 4,5 and 6.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012, 100% (1 out of 1) of the students scored at levels 4, 5, and 6 in science.		In 2013, students will maintain 100% proficiency at levels 4,5 and 6.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school</p>	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed.

Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports

from Opti-Spool each Monday to identify students with patterns of non-attendance.

That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian.

Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of

		Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues. 10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually). 11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.			
2	Seagull students have an identified and measured gap in their language skills in Science content.	Utilize district adopted text, Word Walls and vocabulary strategies related to the Frayer Model	Principal, Assisstant Principal, Science Dept. Head, Reading Coach.	Science Core curricular areas will review specific assessment data related to vocabulary skills	Text based assessments and informal teacher assessments

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Insufficient Data
2012 Current Level of Performance:	2013 Expected Level of Performance:
Insufficient Data	in 2013, 5% of the students will score at or above level 7.

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
	Poor Attendance	The school's Attendance Plan outlines a variety of strategies: Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.	Administration-Principal, Intern-Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed.

Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will

document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance.

That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian.

Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for

		<p>students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Lack of incentive programs and academic competitions for student enrichment	Create a math club to provide enrichment and enhance the math skills among those already proficient FCAT Math.	Principal, Assisstant Principal, Science Dept. Head, Reading Coach.	Students will participate in competitions and projects	Rubrics to assess projects.

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:	17.8% (8 of 45) of the students tested achieved proficiency (level 3 only) as measured by the 2012 EOC Test. In 2013, the percent of students achieving a level 3 proficiency on the Biology EOC will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17.8% (8 of 45) of the students tested achieved proficiency (level 3 only) as measured by the 2012 EOC Test.	In 2013, the percent of students achieving a level 3 proficiency on the Biology EOC will increase by 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
Poor Attendance	The school's Attendance Plan	Administration-Principal, Intern-	Daily monitoring of attendance, tardiness	Data Warehouse and

outlines a variety of strategies:

Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.

The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed.

Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers

Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.

and early sign-out data for all students.

Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

		<p>8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.</p> <p>9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.</p> <p>10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).</p> <p>11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.</p>			
2	Early completion of Biology Course.	Preparation of a review packet which references study material, written assessments and online resources.	Biology Teacher	Continuous monitoring of students performance in class review and on review packet.	Written and online assessments.
3	Deficiency in higher level critical thinking.	<ul style="list-style-type: none"> • No open book test. • Vocabulary development to enhance reading comprehension. • Focus on rationale rather than answer (A.C.E.) 	Biology Teacher	Continuous monitoring of student higher level thinking skills.	Rubric
4	Lack of Motivation	<ul style="list-style-type: none"> • Memory games and other academic games • Integrate Labs and speakers from the community into curriculum 	Biology Teacher	Monitor students interest levels.	Survey

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:	2.2% (1 of 45) of the students tested achieved high level proficiency (level 4 and 5) as measured by the 2012 EOC Test. In 2013, the percent of students achieving a level 3 proficiency on the Biology EOC will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2.2% (1 of 45) of the students tested achieved high level proficiency (level 4 and 5) as measured by the 2012 EOC Test.	In 2013, the percent of students achieving a level 3 proficiency on the Biology EOC will increase by 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
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.</p> <p>Seagull's Attendance Plan 2011 – 2012:</p>	Administration-Principal-Mr. Bonnie Clemon Jr., Intern-Principal-Ms. Charisse E. Mosley, Maria Washington, School Social Worker, Attendance Task Force leader and the Attendance Task Force members.	Daily monitoring of attendance, tardiness and early sign-out data for all students.	Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.

2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.

3) The IMT will document late school arrivals, excused absences and early sign-outs.

4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.

5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused

or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.

Early completion of Biology Course.

Preparation of a review packet which

Miss Weinstein

Continuos monitoring of students

Written and online assessments.

2		references study material, written assessments and online resources.		performance in class review and on review packet.	
3	Deficiency in critical thinking skills	<ul style="list-style-type: none"> No open book test. Vocabulary development to enhance reading comprehension. Focus on rationale rather than answer (A.C.E.) 	Miss Weinstein	Continuous monitoring of student higher level thinking skills.	Rubric
4	Lack of Motivation	<ul style="list-style-type: none"> Memory games and other academic games Integrate Labs and speakers from the community into curriculum 	Miss Weinstein	Monitor students interest levels.	Survey

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
<ul style="list-style-type: none"> Literacy strategies/use of technology to improve literacy Transforming curriculum to Common Core ACE strategies Note-taking strategies Introduction of Tier II words 	7-12 grade	Caroline Penland and Susan Davis	Hedy Weinstein, Susan Davis,	August 13/16, Sept. 27, Oct. 26, Nov (2 dates), Dec (2 dates), Jan. 18, Feb. 7, March 22, and May 24.	Using last year's scores for baseline data, we will monitor progress through text-based and other standardized test results given throughout the year.	Bonnie Clemon Jr., Principal, Charisse Mosley, Assistant Principal; K. Davis, Reading Coach; Susan Davis, PLC Facilitator; and Caroline Penland, Inservice Facilitator.

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2012, 42% (10 out of 24) of the students had a passing score of 4.0 or better. In 2013, 60% will pass with a level of 3.0 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 42% (10 out of 24) of the students had a passing score of 3.0 or better.	In 2013, 60% will pass with a level of 3.0 or above.

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
	<ul style="list-style-type: none"> Poor Attendance 	<ul style="list-style-type: none"> The school's Attendance Plan outlines a variety of strategies: <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must</p>	<ul style="list-style-type: none"> Principal, Assistant Principal, School Social Worker, Attendance Task Force leader and the Attendance Task Force members. 	<ul style="list-style-type: none"> Daily monitoring of attendance, tardiness and early sign-out data for all students. 	<ul style="list-style-type: none"> Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
- 2) Following a teacher absence, the sign-in sheet record of attendance left by the substitute must be transferred into Pinnacle/Gradebook by that teacher.
- 3) The IMT will document late school arrivals, excused absences and early sign-outs.
- 4) The IMT will pull attendance reports from Opti-Spool each Monday to identify students with patterns of non-attendance. That information will be given to the administration and the school social worker.
- 5) Automatic – ParentLink messages will be made to the students' homes when full-day absences occur.

6) On the third day of any student's absence, teachers must call home and log that contact information in their parent/guardian contact logs. When parent/guardian contact information is found to be invalid, teachers must contact the guidance office on that day to check the most current contact information.

7) Upon the fifth day (consecutive or non-consecutive, excused or unexcused) of any student's absence, teachers must make a school social worker referral to initiate contact with the student's parent/guardian. Teachers must include phone logs, prior interventions and strategies they have attempted to correct the behavior. The school social worker will make a comprehensive assessment of the reasons for the student's non-attendance and plan interventions and strategies as appropriate.

8) There will be collaboration among educators, community partners and providers, such as mentors, law enforcement, mental health workers and social service providers. A continuum of supports, including incentives for attendance, and interventions for students who exhibit a pattern of non-attendance, will be ongoing.

9) CPST/RTI is an integral part of Seagull's Attendance Plan. The 2nd Wednesday of every month at 8:10 a.m., teachers are invited to CPST/RTI to discuss and review attendance concerns and individual student attendance issues. Progress will be monitored and enforced for students with chronic attendance issues.

10) Incentives will be used to affirm students with perfect

		attendance (monthly, quarterly and annually). 11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.			
2	Lack of vocabulary skills	<ul style="list-style-type: none"> Utilize Word Walls and introduce higher level vocabulary throughout all core curricular classes Vocabulary Workbooks will be used in all English Classes 	<ul style="list-style-type: none"> Principal Assistant Principal Department Head Reading Coach 	Vocabulary Strand results on reading FAIR tests will be monitored along with the vocabulary used in the FCAT writing FAIR tests administered throughout the year.	FAIR reading results and FAIR writing essays are monitored throughout the year.
3	Problems unwrapping the prompt	<ul style="list-style-type: none"> Writing Prompt practice. Adding additional "Do Nows" to unwrap mock writing prompts with graphic organizers starting at the beginning of the school year and continuing after FCAT Writing. Writing Camps to reinforce information that is needed for the FCAT Writing. Introducing a "Writing Do Now" where students write one essay as a group—each providing one part of the essay. Creating a "Principal's Honor Roll for Writing" where students scoring 4 or 5 on prompts are honored with a pizza parta and their names are listed in the newsletter. Continue FCAT Writing Across the Curriculum. English teachers and Miss Penland will grade the prompts and go over individually with each student 	<ul style="list-style-type: none"> Principal Assistant Principal Department Head Reading Coach 	<ul style="list-style-type: none"> Rubric used by FCAT Writing Scores on practice FCAT Writing Across the Curriculum 	<ul style="list-style-type: none"> Scores on practice/mock FCAT Writing Across the Curriculum
4	Below level reading/writing	<ul style="list-style-type: none"> Introduced ACE Strategy for Answering Questions across the Curriculum Process Rubric used for answering questions A (Answer), C (Cite support), E (Explain). For Math A (Answer), C (Compute), E (Explain how you got your answer). Introduce Note-taking strategies Use Tier II words daily Begin transition to Common Core Standards 	<ul style="list-style-type: none"> Principal Assistant Principal Department Head Reading Coach 	Writing Across the Curriculum.	Rubric provided for ACE.

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:	In 2012, 100% (1 out of 1) of the students had a passing score of 4.0 or better. In 2013, 100% will pass with a level of 4.0 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% (1 Out of 1) of the students had a passing score of 4.0 or better.	In 2013, 100% will pass with a level of 4.0 or above.

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	<ul style="list-style-type: none"> Poor Attendance 	<ul style="list-style-type: none"> Incentive given for consistent attendance throughout the year Call parent after each third absence 	<ul style="list-style-type: none"> Principal Assistant Principal Department Head 	<ul style="list-style-type: none"> Attendance records are checked against baseline data from first of year 	<ul style="list-style-type: none"> BAT Test and individual attendance records
	Poor Attendance	<p>The school's Attendance Plan outlines a variety of strategies:</p> <p>Seagull will ensure that all teachers, support staff, and administration will exhaust their efforts to increase daily attendance of all students by adhering to the school attendance plan.</p> <p>The parent/guardian of a child of compulsory school age (6-16 years of age) is responsible for the child's daily school attendance. School staff, parents, students and appropriate state agencies are expected to work together to ensure that laws are obeyed. Parents/Guardians are also responsible to notify the school of any absences for their child. For absences to be excused they must correspond with one of the eight allowed reasons listed in the Code of Student Conduct and that the note or phone call should identify which reason for the absence. Parents or legal guardians may remove a student from the campus during the</p>	<ul style="list-style-type: none"> Principal, Assistant Principal, School Social, Erika Steward, Attendance Task Force leader and the Attendance Task Force members. 	<ul style="list-style-type: none"> Daily monitoring of attendance, tardiness and early sign-out data for all students. 	<ul style="list-style-type: none"> Data Warehouse and Pinnacle/Gradebook reports of attendance, tardiness and early sign-out rates for all students.

school day, only by signing them out in the front office.

Seagull's Attendance Plan 2011 – 2012:

- 1) Teachers will accurately record daily attendance for all students on their Pinnacle/Gradebook rolls. Those students who have not E1ed for their first day in class are to be marked absent until they are E1ed. Teachers must mark in Pinnacle/Gradebook every period of every day by noting a "P" for present, "AU" for absent/Unexcused, "PN" for present/not in class or "T" for Tardy. Pinnacle/Gradebook attendance boxes are not to be left blank. Each day BRB teachers will rectify attendance for the previous day's off-campus BRB students by checking APEX activity.
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that day to check the most current contact information.

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10) Incentives will be used to affirm students with perfect attendance (monthly, quarterly and annually).

11) Students 16 years or older, may be withdrawn in cases where the student has been continuously absent and diligent attempts to locate the student have been unsuccessful.

Poor Writing Skills

•To help students

•Principal

•Results of Writing

• FCAT Writing

3		visualize what a correct 5 paragraph essay looks like, Writing Coach will use a color coded 5 paragraph essay pattern. <ul style="list-style-type: none"> • Writing Coach will do pull outs all year. • Writing Camps to reinforce information that is needed for FCAT Writing. • Creating a Principal's Honor Roll for students scoring 4 or above on DOE FCAT Writing Across the Curriculum Practice. 	<ul style="list-style-type: none"> •Assistant Principal •Department Head •Reading Coach 	Across the Curriculum for DOE FCAT Writing.	Rubric
4	Unwrapping writing prompts.	<ul style="list-style-type: none"> • Introduce "Do Nows" to English class that involves entire class assigned a different part of the 5 paragraph essay. Students will write the essay as a group and complete one per week. 	<ul style="list-style-type: none"> •Principal •Assistant Principal •Department Head •Reading Coach 	•Scores on DOE FCAT Across the Curriculum Writing Prompts.	• FCAT Writing rubric.
5	ACE Strategy	<ul style="list-style-type: none"> • Introduce ACE Strategy for answering questions across the curriculum. 	<ul style="list-style-type: none"> •Principal •Assistant Principal •Department Head •Reading Coach 	• Scores in individual classroom tests.	• ACE rubric.
6	Note-taking Strategy	<ul style="list-style-type: none"> • Introduce standard across the curriculum note-taking form. 	<ul style="list-style-type: none"> •Principal •Assistant Principal •Department Head •Reading Coach 	• Scores in individual classroom tests.	• Teacher approval.
7	Common Core Standards	<ul style="list-style-type: none"> • Transitioning to Common Core Standards. • Each department adds monthly common core assignment. 	<ul style="list-style-type: none"> •Principal •Assistant Principal •Department Head •Reading Coach 	<ul style="list-style-type: none"> • Scores in individual classroom tests. • FCAT scores, individual end of year tests. 	• Teacher approval, documented on Seagull Professional Development Wiki.

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
Literacy Strategies / use of technology to improve literacy <ul style="list-style-type: none"> • Transforming curriculum to Common Core 			School wide involvement with	August 13/16,		<ul style="list-style-type: none"> •Principal Bonnie Clemon •AP-Charisse Mosley •Department Head Caroline Penland

<ul style="list-style-type: none"> Utilizing ACE Reading/Math Strategy Across the Curriculum Focus on Note-taking strategies across the curriculum Introduction of Tier II words 	7-12th grade all subjects	Caroline Penland and PLC group leaders	writing across the curriculum. English Department members: Caroline Penland, Stephan Jones, and Monica Barnes.	Sept. 27, Oct. 26, Nov (2 dates), Dec (2 dates), Jan. 18, Feb. 7, March 22, and May 24.	Professional Development Wiki http://seagullhigh.pds-hrd.wikispaces.net	<ul style="list-style-type: none"> Members of Leadership Team: Bonnie Clemon, Charisse Mosley, Tracy Justice, Maria Washington, K. Davis, Barbara Deal, Caroline Penland, and Christopher Crossman.
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Literary Fair	Paper Spirals	SAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Strategy-working online.	Quia Accounts for each teacher.	10@\$45	\$450.00
			Subtotal: \$450.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Handouts for trainings and best practices.	Paper Ink cartridge	SAC	\$110.00
			Subtotal: \$110.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,060.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:				
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
Literacy Strategies / use of technology to improve literacy <ul style="list-style-type: none"> Transforming curriculum to Common Core Utilizing ACE Reading/Math Strategy Across the Curriculum <ul style="list-style-type: none"> Focus on Note-taking strategies across the curriculum Introduction of Tier II words	*	*	*	*	*	*

U.S. History Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	We will improve our attendance rate from 76.3% to 83% or higher.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
76.3%	In 2013, our attendance rate will be 83% or higher.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
225	In 2013, 100 or fewer students will have excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
8	fewer than 5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation	Mentoring	Principal, Assistant Principal, Guidance Director, Reading Coach.	Average daily attendance rates will be monitored, and the students who enter our mentoring program will be distinguished in the data collected.	Gradebook/Pinnacle attendance results
2	Student daily attendance and tardiness hinders student achievement	Student/ parent/ guardian will be contacted and informed frequently of their child's attendance	Principal, Assistant Principal, Guidance Director, Reading Coach, Family Counselor Social Worker, RTI Coordinator, School Psychologist.	Students with excessive absences receive home visits from the Social worker, and other support staff. They also provide additional resources from the community such as but not limited to transportation assistance, DCF assistance, DJJ, Lutheran Services and BSO.	Gradebook/Pinnacle attendance results,
	Poor Attendance	The establishment of an Attendance Task Force and a comprehensive School-	Principal, Assistant Principal, Guidance	Students who are excessively absent, tardy or early to sign-out are monitored	Weekly Pinnacle/Gradebook attendance data and Data

3		wide Attendance Plan.	Director, Reading Coach, Family Counselor, Social Worker, RTI Coordinator, School Psychologist.	within the Attendance Task force and the RTI team. Weekly Pinnacle/Gradebook attendance data is presented and students with concerns receive the interventions outlined in the Three Tiered RTI process.	Warehouse records of excessive absences
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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
<ul style="list-style-type: none"> Transition to Common Core standards. ACE reading strategies. Standard note-taking form. Introduction to Tier II words. Strategies for poor attendance. 	<ul style="list-style-type: none"> Grade level 7-12 	<ul style="list-style-type: none"> Caroline Penland and PLC group leaders, and attendance task team. 	<ul style="list-style-type: none"> School wide involvement with writing across the curriculum, PLC Facilitator Susan Davis. 	<ul style="list-style-type: none"> August 13/16, Sept. 27, Oct. 26, Nov. (2 dates), Dec. (2 dates), Jan. 18, Feb. 7, March 22, and May 24. 	<ul style="list-style-type: none"> Evaluate process monthly. Professional Development wiki. http://seagullhigh.pds.hrd.wikispaces.net 	<ul style="list-style-type: none"> Administration, Department Heads, and PLC Inservice Facilitator Caroline Penland.

Attendance Budget:

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

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	In 2011, the total number of suspensions was ?. In 2013, the total number of suspensions will be reduced by 5%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
131	In 2013, the expected number of internal suspensions will be 80 or fewer.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
61	In 2013, the expected number of students suspended in school will be 40 or fewer.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
68	In 2013, the expected number of external suspensions will be 40 or fewer.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
51	In 2013, the expected number of students suspended out of school will be 25 or fewer.

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	Many students lack the motivation participate positively in a school setting.	School wide as well as individual behavior management strategies will be implemented.	Principal, Assistant Principal, Behavioral specialist, Reading Coach.	Continual evaluation of suspension data. Teacher and student feedback.	Suspension data on Virtual counselor. Teacher and student surveys.
2	Behavioral Referrals hinder student achievement.	School wide as well as individual behavior management strategies will be implemented. RTI team also monitors students with repeated suspensions and utilizes the 3 Tiered system of interventions.	Principal, Assistant Principal, Behavioral specialist, Reading Coach.	Continual evaluation of suspension data. Teacher and student feedback.	Suspension data on Virtual counselor. Teacher and student surveys.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	By June of 2012, the drop out rate will be reduced by 5%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

9.8% was the total Dropout Rate as measured by 2008-2009 DOE data.	4.8%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
30 students graduated in 2009	35%

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	Poor student attendance and student achievement.	We have the at-risk students meet with the appropriate administrator, guidance, ESE Specialist, Behavior Specialist, teachers and parents to explain the school's and district's expectations for graduation.	Principal, Assistant, Behavior Specialist.	Monitoring attendance and classroom GPA's	Grade reports, Attendance reports and discipline records

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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Goal: Seagull Alternative High School will provide an open and inviting environment for parents and families to be involved in their children's learning at school, at home, and in the community.</p> <p>Objective: 100% of parents will feel welcome at school.</p> <p>Strategies: Coordinate services for parents including Social Worker, Family Counselor, Exceptional Student Education (ESE), Parent Liaison, and other outreach services.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
<p>Goal 1: In 2012, 100% of parents were provided with meaningful and varied opportunities (year-long parent Involvement Plan)</p> <p>Example: Date: September 20, 2012 - Open House November 18, 2012 - Parent Empowerment & Appreciation Day Workshop. September - PTSA November 18, 2012 - Parent Surveys Parent Link - provided parents with information about the Open House, Parent Empowerment & Appreciation Day, curriculum, instructional programs, and progress towards meeting school goals and state standards.</p> <p>Goal 2: Provided outreach services for parents of pregnant teens so that they can have transportation to and from medical appointments and stay in school.</p> <p>Strategies: Coordinate with community agencies (Medical Doctors - OBGYN & Pediatrician) to assist parents of pregnant teens with free transportation to and medical appointments and back to school.</p>	<p>Objective 2: In 2013, 100% of Seagull Alternative High School will provide a variety of opportunities for parents, families, and communities to be involved in school programs.</p> <p>Strategies: Hold annual Open House Event (Sept), Empowerment workshops in November to share information with parents and involve parents in decisions about PTSA, SAC, parent involvement activities, and use of funding for parent involvement activities.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor Average daily attendance rates	Multiple Teacher/parent conference opportunities to meet varied family schedules, improved communications through weekly and monthly news articles and updates, provide evening community opportunities to enjoy being a part of the Seagull family such as: SAF, SAC, PTSA,	Principal, Asst. Principal, Family Counselor, Social Worker, SAC Chairperson, SAF Chairperson and PTSA Chairperson.	Parent involvement and participation surveys, On-campus activities sign-sheets, daily attendance rates	On-going assesemnt of parent involvement through activity, attendance, and parent surveys, RTI Summary, and sign-in logs.

		parent appreciation days, open house, Baby Fun day event, assistance for parents/students in development of assistance service plans			
2	Parent/Guardian Availability	<ul style="list-style-type: none"> • Flexible scheduling (time and place) of meetings to allow parent/guardian involvement • Afford dinners and lunches • Sponsor monthly community family events and integrate meetings 	Principal, Asst. Principal, Family Counselor, Social Worker, SAC Chairperson, SAF Chairperson and PTSA Chairperson.	Parent involvement and participation surveys, On-campus activities sign-sheets, daily attendance rates	On-going assessemnt of parent involvement through activity, attendance, and parent surveys, RTI Summary, and sign-in logs.

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
<p>Goal: Provide staff with professional development opportunities on how to engage parents in a meaningful partnership for the benefit of their child's learning.</p> <p>Strategies: One half-day in-service on parent involvement will be provided for teachers each fall. Training on effective parent teacher conferences and the home school compact will be provided each fall prior to the first parent teacher conferences.</p>	Teen Parent Teachers/BRB Teachers/Homebound Teachers					Audrey Ennis Maria Washington

<p>A "Teachers and Parents Partnership Award" is given to teachers who exemplify creative and meaningful ways to engage parents in support of academic achievement. Awardees are recognized publically through the newsletter, community newspapers, school board recognition, etc.</p>						
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Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
<p>The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure</p>	<p>Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.</p>	<p>SAC</p>	<p>\$200.00</p>
<p>The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure</p>	<p>Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.</p>	<p>SAC</p>	<p>\$200.00</p>
<p>The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure</p>	<p>Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.</p>	<p>SAC</p>	<p>\$200.00</p>
<p>The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure</p>	<p>Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.</p>	<p>SAC</p>	<p>\$200.00</p>
<p>The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure</p>	<p>Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.</p>	<p>SAC</p>	<p>\$200.00</p>
<p>The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure</p>	<p>Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.</p>	<p>SAC</p>	<p>\$200.00</p>
<p>The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure</p>	<p>Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.</p>	<p>SAC</p>	<p>\$200.00</p>

			Subtotal: \$1,400.00
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: \$1,400.00

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:		Students will learn complex problem solving techniques through growing an herb and a vegetable garden.			
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	Availability of funds for various planting tools, soil, and small fencing.	Solicit SAC Funding.	Biology Instructor	Pre and Post Survey and Evaluation	A computer based Survey system
2	Students have little experience growing plants and will initially be resistant to the physical aspects of the task.	Garden will be in planters outside so that no one will have to do strenuous digging. Much of the garden will be completed in classroom and then put outside.	Biology Instructor	Pre and Post Survey and Evaluation	A computer based Survey System
3	Students will complain about the heat of being outdoors.	Much of the garden will be completed in classroom and then put outside.	Biology Instructor	Pre and Post Survey and Evaluation	A computer based Survey System

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
Project Development	9-12	Cynthia Griffin, Agriculture Liaison for Broward County Schools Hedy Mogil Biology Instructor	Hedy Mogil Biology Instructor, Biology, Mathematics and Technology	To be decided.	Students' progress on the project will be continuously monitored using a rubric and anecdotes.	Hedy Mogil Biology Instructor

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Enclosure	Small fencing to prevent damage to garden	SAC	\$100.00
Planting of seeds	Variety of seeds, Vegetable starters Planters Mister Potting Soil Small shovels	SAC	\$107.00
			Subtotal: \$207.00
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
Conference	Meet with Cynthia Griffin, Agriculture Liaison for Broward County Schools to plan the project.	Broward County	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reference Material	Book	Agricultural Department	\$0.00
			Subtotal: \$0.00
			Grand Total: \$207.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

n/a 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 n/a Goal(s)

Improve Student achievement in the Be Right Back program 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:	
	In 2010,65% the BRB students were present online or in class at least 55% of the time.

1. I improve Student achievement in the Be Right Back program Goal	In addition in 2011, % of BRB students graduated.
I improve Student achievement in the Be Right Back program Goal # 1:	In 2011, the percent attendance will increase by at least 5%. In 2011, the percent graduation will increase by at least 10%.
2012 Current level:	2013 Expected level:
65% online(presence) 55% in-class (attendance) 15% (graduation)	5% increase online presence 10% increase in-class attendance 10% increase(graduation)

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	TBA				
2	Access to the Apex Program	In the event of absence for legitimate reasons, the addition of white board technology will allow students to continue working off-campus. Ensure proper functioning and adequate number of computers in the three BRB classrooms. Encouraging student to take advantage of affordable internet and computer offering through Comcast.	BRB Teachers	On a daily and weekly basis Students will be monitored for increase online presence.	Apex summary 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
No Data Submitted						

Budget:

Strategy	Description of Resources	Funding Source	Available Amount
To afford student on the job training To provide additional resources for department	OJT teacher Department resources/material	Title one Funds	\$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 Improve Student achievement in the Be Right Back program Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improve Academic Vocabulary	Townsend Press: Building, Improving and Advancing Vocabulary Skills Fourth Edition Student Books	SAC	\$500.00
Writing	Literary Fair	Paper Spirals	SAC	\$500.00
Parent Involvement	The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure	Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.	SAC	\$200.00
Parent Involvement	The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure	Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.	SAC	\$200.00
Parent Involvement	The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure	Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.	SAC	\$200.00
Parent Involvement	The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure	Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.	SAC	\$200.00
Parent Involvement	The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure	Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.	SAC	\$200.00
Parent Involvement	The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure	Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.	SAC	\$200.00
Parent Involvement	The Strengthening Families Program (SFP) brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure	Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.	SAC	\$200.00
	The Strengthening Families Program (SFP)			

Parent Involvement	brings families the skills to increase resilience and to reduce risk factors for substance abuse, depression, violence and aggression, delinquency, and school failure	Strengthening Families Program (SFP) Materials Multicultural SFP 6-Manuals, plus evaluation purchase on CD.	SAC	\$200.00
STEM	Enclosure	Small fencing to prevent damage to garden	SAC	\$100.00
STEM	Planting of seeds	Variety of seeds, Vegetable starters Planters Mister Potting Soil Small shovels	SAC	\$107.00
Improve Student achievement in the Be Right Back program	To afford student on the job training To provide additional resources for department	OJT teacher Department resources/material	Title one Funds	\$0.00
				Subtotal: \$2,607.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Enrichment and Reinforcement	Educational Software	SAC	\$800.00
Writing	Technology Strategy-working online.	Quia Accounts for each teacher.	10@\$45	\$450.00
				Subtotal: \$1,250.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Instructional "withitness"	Common Core Training Novel Study		\$0.00
Mathematics	Use of county adopted calculators for mathematics instruction preparing students for the End Of Course Exams in Geometry and Algebra I	T130XS and T1108 calculators	SAC/accountability	\$1,000.00
Writing	Handouts for trainings and best practices.	Paper Ink cartridge	SAC	\$110.00
STEM	Conference	Meet with Cynthia Griffin, Agriculture Liaison for Broward County Schools to plan the project.	Broward County	\$0.00
				Subtotal: \$1,110.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase Motivation & Confidence	Token Economy/Rewards	SAC	\$1,000.00
STEM	Reference Material	Book	Agricultural Department	\$0.00
				Subtotal: \$1,000.00
				Grand Total: \$5,967.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input 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.

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
SAC funds will be used to enhance the staff ability and school programs. This enhancement should provide an environment conducive to learning. The students should experience improve academic and behavioral performance.	\$5,967.00

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found