FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SCHOOL OF SUCCESS ACADEMY-SOS

District Name: Duval

Principal: Mr. Romaine Edwards

SAC Chair: Annette Pitts

Superintendent: Mr. Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/26/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Mr. Edwards has 10 years experience as an Instructor and 2 years as an Administrator. As Administrator at Walton Academy, Mr. Edwards's leadership was instrumental in Writing which significantly impacted the Schools' Reading scores. Walton Academy moved from an F to an A in two years: 2011/2012: Walton Academy (Writing) 100% Level 3 and 50% Level 4 and above 2010/11: Walton Academy (Writing) 100% Level 4 and above 2009/10: Walton Academy (Writing) 92% Level 3/ 31% Level 4

Principal	Mr. Romaine Edwards	B.A. Communications		2	As Instructor in 2008-2010 at VOEA, student writing scores increased from 67% proficiency to 93% proficiency and achieved Adequate Yearly Progress in 2009. He later was promoted to Administrator at the Village of Excellence Academy from 2010 to 2012, where the school achieved a grade of an A for consecutive years. Student achievement is noted as follows: 2010/11 Village of Excellence Academy (Writing) 93% at Level 4 Village of Excellence (Writing) 100% Level 3/ 94% level 4 2008/09: Village of Excellence Academy (Writing) 92% scored 3.5% and above Increase from previous year of 67% 3.5 and above
Assis Principal	Ms. Stacey Mobley		12	8	2011- Grade: D Math- High Achieving: 43% Gains: 68% Science: High Achieving: 15% 2010- Grade: D Math- High Achieving: 48% Gains: 69% Science: High Achieving: 12% 2009- Grade: D Math- High Achieving: 38% Gains: 55% Science: High Achieving: 13% 2008- Grade: C Math High Achieving: 46% Gains: 68% Science- High Achieving: 10%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Interventionist	Sharon Bertrand	M.A. Reading Education B.S. Business Management			Reading Teacher for Renaissance Middle School 2008-2011 Successful FCAT reading score increase 84% meeting/exceeding expectations to 90% meeting/exceeding expectations
Math Interventionist	Margaret Hendley	M.S. Education Certified Math (M.S.) V.O.E Business Education Administration and Supervision of Education	2		Darnell Cookman Middle School "A" 2000-2007 Stanton College Preparatory School "A" 1993-1999

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Offer in house professional development	The Principal and Leadership Team	Continuous	
2	2. Establish Professional Learning Communities to encourage collaborative work between teachers/grade levels	The Principal and Leadership Team	Continuous	

3	3. Assign highly qualified knowledgeable mentors to all new teachers	The Principal	Continuous	
4	4. Have beginning teachers attend workshops, as prescribed by their individual professional development plans.	The Principal and Leadership Team	Continuous	
5	5. Offer a Benefits package that is very attractive for all teaching staff.	The Principal and Board Members	Yearly	

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
2	Signed agreement to earn certification in content area. Will take certification tests during the 2012-2013 school year. Weekly grade level PLC's to provide a support system, specific strategies, lesson plans and best practices for new staff. PLC's dedicated to disaggregating data and progress monitoring.

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
13	7.7%(1)	61.5%(8)	0.0%(0)	15.4%(2)	30.8%(4)	30.8%(4)	7.7%(1)	0.0%(0)	15.4%(2)

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
Romaine Edwards	De Vondalyn Hughes	Mr. Edwards has demonstrated exceptional success increasing achievement in Language Arts. In addition he is trained in the 8th Grade FCAT Rubric.	1. Observations 2. Collaborative Planning 3. MINT Completion Process 4. Lunch and Learns
Romaine Edwards	Penny Iseminger	Mr. Edwards has demonstrated exceptional success increasing achievement in Language Arts. In	1. Observations 2. Collaborative Planning 3. Lunch and Learns

		addition he is trained in the 8th Grade FCAT Rubric.	
Romaine Edwards	Shirlene Scott	Mr. Edwards has demonstrated exceptional success increasing achievement in Language Arts. In addition he is trained in the 8th Grade FCAT Rubric.	1. Observations 2. Collaborative Planning 3. Lunch and Learns
Genell Mills	Cindy Van Dyke	Mrs. Mills has multiple successful years teaching Mathematics. She is an experienced administrator.	1. 4 Observations 2. Bi-monthly meetings 3. MINT Completion Process
Genell Mills	Grace Raja Somu	Mrs. Mills has multiple successful years teaching Mathematics. She is an experienced administrator.	1. Observations 2. Collaborative Planning 3. Lunch and Learns

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title One Services:
• Intensive Reading and Mathematics classes for all students reading below grade level. Support services are provided to teachers from the Reading and Mathematics/Science Coach,
• There are two programs for students who are overage for grade – Graduation Enhancement and Graduation Initiative.
• A Family (formerly Parent) Resource Center is set-up in the school. Parents and guardians have been informed about the Family Resource Center and given access to the books, newsletters, CDs, and games. The school has a Family Liaison Specialist who meets with parents and guardians beginning with the annual orientation (August), at Open House (September), at PTSO meetings, and at least two separate dinner meetings during the school year.
• There is a counselor on staff due to grant funding from River Region Human Services. The counselor only serves students through individual and small group counseling. If needed, the counselor can facilitate evening sessions for parents through River Region Human Services.
• Through a cooperative agreement with the Duval County Public Health Department a nurse is assigned to the school to meet with students and if needed with their parents to develop a plan to address the health needs of the students. The nurse and/or staff of the Duval County Public Health Department provide follow-up services as needed.
• Career education is incorporated through the social studies classes. This includes use of "Career Cruiser" materials provided by the Florida Department of Education.
• Bi-weekly clubs and mentorships are provided for students in areas such as school yearbook, newsletter, arts and crafts, etc.
• In the spring of each school year volunteers from the MADD DADS organization with their spouses provide weekly small group sessions for students on self-management, character education, and career related training for eighth graders.
• There are two programs for students who are overage for grade – Graduation Enhancement and Graduation Initiative.
• A Family (formerly Parent) Resource Center is set-up in the school. Parents and guardians have been informed about the Family Resource Center and given access to the books, newsletters, CDs, and games.
• The school has a Family Liaison Specialist who meets with parents and guardians beginning with the annual orientation, at Open House and at PTSO meetings, and at least two separate dinner meetings during the school year.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

• Students who receive free or reduced price lunch are eligible for Supplemental Educational Services (SES) through Title 1. Parents were sent letters describing how to enroll their children in an after-school and/or Saturday tutoring program. Tutoring and remedial programs are provided for students at the school.
• Plans are being made for Saturday Academies during the second semester prior to the administration of FCAT for all students enrolled at SOS Academy. The school is located on property owned by the City of Jacksonville. During the school year and summer months the City of Jacksonville provides staff from the Parks and Recreation Department to implement free programs in the gymnasium. The after-school program includes homework assistance, tutoring, exercise, and a snack. Parents of SOS Academy students can sign their children up for the program that operates after school from 3:30 to 6:00 p.m. All of the programs/activities are free.
• Before the end of each school year parents and students are provided information about available, free summer school programs provided by the City of Jacksonville, the Duval County Public Schools, local colleges and universities, and community groups.

Violence Prevention Programs

In order to have an environment conducive to learning there must be discipline, rituals, and routine. There is a need to reduce the amount of "lost" instructional time due to interruptions.
• During pre-planning all teachers were provided training in classroom management and "CHAMPS." Follow-up will be provided on half-day Wednesdays by the student services deans as needed.
• The school has an In-School Suspension Program (ISSP). The students assigned to ISSP will be supervised. Resources will be placed in the ISSP Room to provide supplemental activities if students complete their assignments.
• Principal-led classroom management training held bi-weekly with each grade level
• School-wide Seminar on Bullying

Nutrition Programs

Nutrition Programs
• The school operates a state certified food services program.
• Health curriculum provides nutritional information to all students.
• Students referred to the counselor and/or nurse will be provided information about proper nutrition. If needed, the counselor and/ or the nurse will arrange for information and resources for parents. This occurs most often when it is determined that a student has a health problem e.g., Type I Diabetes, High Blood Pressure, allergies.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Career and Technical Education
A comprehensive career-planning curriculum is integrated into the social studies courses. In addition supplemental activities are provided through assemblies and guest speakers. In the spring of each school year MAD DADS and their spouses provide workshops for the eighth grade students. Topics include self-discipline, career planning, life skills, and how to apply for and obtain a job. All Eighth grade students will participate in the High School Transitional Fair to be held in January at the school.

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

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

Ms. Audrey Thomas, Exceptional Student Education Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Ms. Sharon Bertrand, Reading Interventionist: Provides explicit Reading instruction in a one-to-one or small group setting to improve specific reading skills of a particular child or small group of children to support regular classroom instruction.

Mrs. Margaret Hendley, Math Intervention Teacher: Provides explicit Mathematics instruction in a one-to-one or small group setting to improve specific mathematics skills of a particular child or small group of children to support regular classroom instruction.

Mrs. Genell Mills, Director of School and Community Relations: Facilitate information sessions with parents and community alike in order to transfer effective strategies and interventions that will directly impact student achievement.

Mrs. Stacey Mobley, Assistant Principal: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

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

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

The Problem-Solving Method

1. Define the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What's the problem?"

2. Analyze the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"

3. Establish a student performance goal, develop an intervention plan to address the goal, and delineate how to monitor the student's progress and how to implement the intervention with integrity. Ask, "What are we going to do about it?"

4. Use progress-monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to

the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

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.

> Core Curriculum (Teri 1)
>
> Data Source: FCAT released tests, Baseline and Midyear District Assessments, Data Wall, Subject-specific assessments generated by the District-level, Nine weeks Exam, Common Assessments, Mini-Assessments, FAIR
>
> Data Management: PMRN, District Progress Monitoring Assessments, EasyCBM, STAR Reading, STAR Math, Performance Series, Accelerated Math, and Accelerated Reading
>
> Supplemental/Intensive Instruction (Tiers 2 and 3)
>
> Data Sources: Extended Learning Program (ELP), Mini-Assessments and other assessments from adopted curriculum resource materials
>
> Data Management: FCAT, LSA's, PMA's, PMRN, District Progress Monitoring Assessments, EasyCBM, STAR Reading, STAR Math, Performance Series, Accelerated Math, and Accelerated Reading
> Behavior: Attendance Records, ISSP Records, Teacher Referrals and Genesis Data

Describe the plan to train staff on MTSS.

> The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.
>
> As the District's Problem Solving Team develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Wednesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation.
>
> RtI Professional Development will include more than scheduled workshops. In addition to traditional RtI training during pre-planning, early dismissal, and faculty meetings, RtI learning should be job-embedded and occur during the following:
> • Professional learning communities
> • Classroom observations
> • Collaborative planning
> • Analysis of student work
> • Book study
> • Literature study
> • Action research

Describe the plan to support MTSS.

> The School Improvement Plan is the working document that guides the work of the MTSS. The MTSS will communicate with and support the PLCs in implementing the proposed strategies by assigning MTSS members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger MTSS team through the subject area MTSS.

Literacy Leadership Team (LLT)

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

The Literacy Leadership Team consists of the Reading Coach/Media Specialist, the Language Arts/Reading teachers, the social studies teachers, and the RTi/FCIM Coordinator.

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

The Literacy Leadership Team meets weekly to:
• Plan, gather resources, and develop strategies to implement the school's reading program.
• Monitor the progress of students. Data from the monitoring is used to determine if changes are needed, to make the changes, and assess the progress.
• Assists teachers of other subject areas to facilitate "reading across the curriculum."
• The Title 1 Family Liaison is informed about the reading program. She uses this information along with the resources in the Title 1 Family Resource Center to help parents learn how to assist their children in improving their reading skills.

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

• Provide professional development to enhance teacher capacity
• Promote parent participation via the Title I Resource Center
• Aid in the implementation of RtI to narrow the achievement gap
• Execute reading instructional strategies that will enhance student progress

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

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.

The major initiatives of the Literacy Leadership Team are:
• to ensure that the schools reading program is facilitated with fidelity,
• to use available resources to help students improve their reading skills,
• to coordinate the school's reading program with the activities of the Title 1 Family Resource Center to maximize parental involvement in helping students,
• to ensure that every student makes at least a year's worth of growth in reading as measured on the FCAT Reading
• to promote and assists teachers of other subject areas to facilitate "reading across the curriculum"

*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?

NA

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?

NA

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

NA

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:	29% (59) of the students in grades 6-8 will achieve proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (51 students)	29% (59 students) of our students will achieve a level 3 in Reading.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers planning instruction without using data.	Conduct on-going professional development in the area of data disaggregation and lesson planning.	Principal Reading Interventionist	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal not
2	Students lack the stamina to endure expected reading fluency.	Implement and employ a meaningful and consistent silent sustained reading program.	Principal Classroom Teacher	Monitoring use of Accelerated Reading progress and progress on formal assessments	STAR Reading, Reading logs, Teacher Made Tests, District PMA's, District Benchmark Asse
3	Lack of professional knowledge in the reading area.	Conduct on-going professional development (group and individual) in the area of reading.	Principal Reading Interventionist	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes

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

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	10% (37)of the students in grades 6-8 will achieve above proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (22 students)	18% (37 students)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Teachers planning instruction without using data.	Conduct on-going professional development in the area of data disaggregation and lesson planning	Principal RtI Leadership Team	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes
2	Not consistently identifying the students who are achieving at high levels	Use Response to Intervention to monitor students achievement	Principal RTI Leadership Team	Student Performance	STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes
3	Students lack the stamina to endure expected reading fluency.	Implement and employ a meaningful and consistent silent sustained reading program.	Principal Classroom Teacher Reading Interventionist	Monitoring use of Accelerated Reading progress and progress on formal assessments	STAR Reading, Reading logs, Teacher Made Tests, District PMA's, District Benchmark 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Currently 53% (145) of the students made learning gains in 2012. We expect 57% (116) to make learning gains in reading in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (145) 53 percent of the students made learning gains in reading.	It is expected that at least 57% (116) of the students 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
1	Students lack the stamina to endure expected reading fluency.	Implement and employ a meaningful and consistent silent sustained reading program. Frequent exposure to authentic testing situations	Principal Classroom Teacher	Monitoring use of Accelerated Reading progress and progress on formal assessments	STAR Reading, Reading logs, Teacher Made Tests, District PMA's, District Benchmark Assessments
2	Teachers planning instruction without using data.	Conduct on-going professional development in the area of data disaggregation and lesson planning	Principal RtI Leadership Team	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes
3	Lack of professional knowledge in the reading area.	Conduct on-going professional development (group and individual) in the area of reading.	Principal Reading Interventionist	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Currently 58% (158) students in the lowest quartile made learning gains in reading. We expect at least 68% (139) students in the lowest quartile to make learning gains in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (158)of the students in the lowest quartile made learning gains in reading.	It is expected that at least 68% (139) of the students in the lowest quartile will make learning gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers planning instruction without using data.	Conduct on-going professional development in the area of data disaggregation and lesson planning	Principal RtI Leadership Team	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes, and EasyCBM
2	Not consistently identifying the students who are making significant gains	Use Response to Intervention to monitor students achievement	Principal RTI Leadership Team	Student Performance	STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes, and EasyCBM
3	Students lack the stamina to endure expected reading fluency	Implement and employ a meaningful and consistent silent sustained reading program.	Principal Classroom Teacher	Monitoring use of Accelerated Reading progress and progress on formal assessments	STAR Reading, Reading logs, Teacher Made Tests, District PMA's, District Benchmark Assessments, and EasyCBM

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In the subgroups applicable to SOS Academy, Black and Economically Disadvantaged, AYP was not met. It is expected that all subgroups applicable to SOS Academy will met AYP in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (202) Black students are not making satisfactory progress in reading.	It is expected that at least 64% (121) of the Black students will make learning gains in reading.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of understanding of how to unpack the standards</td><td>Administer continuous professional development in unpacking the standards to accelerate achievement in black students</td><td>Principal QSI State Director</td><td>Review of Teacher Lesson Plan, Increased Achievement of School-wide benchmark testing data</td><td>STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes, and EasyCBM</td></tr>
<tr><td>2</td><td>Lack of professional knowledge in the area of reading.</td><td>Conduct on-going professional development (group and individual)to understand best practices for teaching black students</td><td>Principal Reading Interventionist RtI Leadership Team</td><td>Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.</td><td>STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes</td></tr>
</table>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	SOS Academy did not have a sufficient number of ELL students to calculate AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA - SOS Academy did not have a sufficient number of ELL students to calculate AYP.	N/ A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	For the 2011-2012 school year SOS Academy did not have enough SWD program participants to calculate AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year SOS Academy did not have enough SWD program participants to calculate AYP.	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	For the 2011-2012 70% did not make satisfactory progress. We expect 64% (134) students to make learning gains in the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (193) of students did not make satisfactory progress in reading.	It is expected that at least 64% (134) of the students 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
1	Lack of understanding of how to unpack the standards.	Administer continuous professional development in unpacking the standards to accelerate achievement in black students.	Principal QSI State Director	Review of Teacher Lesson Plan, Increased Achievement of School-wide benchmark testing data	STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes, and EasyCBM
2	Lack of professional knowledge in the area of reading.	Conduct on-going professional development (group and individual)to understand best practices for teaching black students.	Principal Reading Interventionist RtI Leadership Team	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes

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
Response to Inrtervention	All Level	Principal Nakeba Rahming	All Faculty	Monthly PLC meetings	RtI levels of Intervention	Administration
Accelerated Reading	All Levels	Principal Certified AR Trainers	All Faculty	November 2012	Reading Points	Administration
STAR Reading	All levels	Principal Certified STAR trainers	All Faculty	November 2012	Weekly/Bi-weekly reports	Administration
Unpacking the Standards	All Levels	Principal QSI State Director	All Faculty	Ongoing	Follow up training/meetigs	Administration
Differentiated Instruction	All Levels	Principal QSI State Director	All Faculty	Ongoing	RtI Data Meetings	Administration

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	

2012 Current Percent of Students Proficient in listening/speaking:

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

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

2. Students scoring proficient in reading. CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

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

CELLA Budget:

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

End of CELLA Goals

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:	The expectation is to obtain 33% (67) of the students in grades 6-8 will achieve proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (87) of students achieved proficiency in math.	33% (67) of students will achieve proficiency in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers planning instruction without using data.	Conduct on-going professional development in the area of data disaggregation and lesson planning	Principal Math Interventionist	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Math, Accelerated Math Assessments, District PMA's, District Benchmark Assessments, anecdotal notes
2	Lack of professional knowledge in the area of Math	Conduct on-going professional development (group and individual) in the area of math.	Principal Math Interventionist	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Math, Accelerated Math Assessments, District PMA's, District Benchmark Assessments, anecdotal notes
3	Inconsistent Content Area Planning	Use collaboration and data to plan bi-weekly as a Math Department	Principal Math Interventionist	Monitoring of lesson plans, student data from formal and informal assessments	STAR Math, Accelerated Math Assessments, District PMA's, District Benchmark Assessments, anecdotal notes

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Currently 17% (35) of tested students scored above proficiency. The goal is to increase this number by 10% (57)
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (31) of students scored above proficiency.	17% (35)of students will score above 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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1	Teachers planning instruction without using data	Conduct on-going professional development in the area of data disaggregation and lesson planning	Principal Math Interventionist	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Math, Accelerated Math Assessments, District PMA's, District Benchmark Assessments, anecdotal notes, Performance Series
2	Lack of professional knowledge in the area of Math	Conduct on-going professional development (group and individual) in the area of math.	Principal Math Interventionist	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Math, Accelerated Math Assessments, District PMA's, District Benchmark Assessments, anecdotal notes, Performance Series

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Currently 61% (167) of students achieved learning gains. The goal is to increase the number to 70% (142) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (167) of the students achieved learning gains.	70% (142) of the students will achieve learning gains.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	Lack of knowledge of math curriculum	On-going professional development around Math Connects to accelerate students making gains.	Principal Math Interventionist	Classroom observations, monitoring of lesson plans	Student data from formal and informal assessments, performance series data, STAR Math and Accelerated Math Data.
2	Teachers planning instruction without using data.	Conduct on-going professional development in the area of data disaggregation and lesson planning to promote student learning gains.	Principal Math Interventionist	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls	STAR Math, Accelerated Math Assessments, District PMA's, District Benchmark Assessments, anecdotal notes, Performance Series.
3					

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Currently 63% (172) of students achieved learning gains. The goal is to increase the number to 70% (142) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (172) of students made learning gains in mathematics	70% (142) of students will achieve learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers planning instruction without using data.	Conduct on-going professional development in the area of data disaggregation and lesson planning to promote student learning gains.	Principal Math Interventionist	Classroom Observations, monitoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Math, Accelerated Math Assessments, District PMA's, District Benchmark Assessments, anecdotal notes, Performance Series
2	Teachers lack knowledge of unpacking standards	Administer on-going professional development teaching how to unpack the standards	Principal QSI State Director	Classroom Observations, monitor lesson plans, and review of student data.	STAR Math, Accelerated Math Assessments, District PMA's, District Benchmark Assessments, anecdotal notes, Performance Series.
3					
4					

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	64% (175) of Blacks did not make satisfactory progress. This year's goal is for 54% (110) of Blacks make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 64% (175) of Black students did not make satisfactory progress.	Black: 54% (110) of Blacks 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
1	Teachers lack to plan instruction using data to track the black students.	Conduct on-going professional development in the area of data disaggregation and lesson planning to promote student learning gains in the schools black subgroup.	Principal Math Interventionist	Classroom Observations, monitoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Math, Accelerated Math Assessments, District PMA's, District Benchmark Assessments, anecdotal notes, Performance Series.
2	Lack of knowledge of math curriculum	On-going professional development around Math Connects to accelerate students making gains.	Principal Math Interventionist	Classroom observations, monitoring of lesson plans	Student data from formal and informal assessments, performance series data, STAR Math and Accelerated Math Data.

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:	SOS Academy did not have a sufficient number of ELL students to calculate AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Only 27% (12) SWD met the AYP proficiency targets. Currently at this time we do not have any SWD students.

2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (200) of SWD students did not make satisfactory progress.	Currently at this time we do not have any SWD students.

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

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:	Currently 64% (175)of economically disadvantaged students did not make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (175)of economically disadvantaged students did not make satisfactory progress in mathematics.	54% (110) of students will meet 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
1	Teachers lack to plan instruction using data to track the black students.	Conduct on-going professional development in the area of data disaggregation and lesson planning to promote student learning gains in the schools black subgroup.	Principal Math Interventionist	Classroom Observations, monitoring of lesson plans, student data from formal and informal assessments, and data walls.	STAR Math, Accelerated Math Assessments, District PMA's, District Benchmark Assessments, anecdotal notes, Performance Series.
2	Lack of knowledge of math curriculum	On-going professional development around Math Connects to accelerate students making gains.	Principal Math Interventionist	Classroom observations, monitoring of lesson plans	Student data from formal and informal assessments, performance series data, STAR Math and Accelerated Math Data.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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

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

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

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

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

Geometry End-of-Course (EOC) Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

End of Geometry EOC Goals

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

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	All levels	Genell Mills Math Interventionist	Math Teacher	Fall 2012	Review Lesson Plans	Administration Leadership Team
Data Analysis	All levels	Principal	Math Teacher	Fall 2010/Spring 2013	PLC's	Administration
Curriculum Training	All levels	Principal Genell Mills Math Interventionist	Math Teachers	Fall 2012	Professional Development Follow-up's	Administration

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Currently only 14% (13) of the students tested achieved high standards in science. The goal is to increase to 25% (51).
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (13 students)	The goal is to increase to 25% (51).

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training in the science curriculum.	On-going professional development in the area of science.	Principal, District Training	Classroom Observations, Lesson Plans, Student Data from formal and informal assessments.	Students Performance
2	Teachers planning instruction without using data.	Conduct on-going professional development in the area of data disaggregation and lesson planning	Principal RtI Leadership Team	Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	Assessments, District PMA's, District Benchmark Assessments, anecdotal notes

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Currently only 2% (2 students) achieved above proficiency level in 8th grade science. The goal is to increase to 15% (30).
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (2)achieved at or above Level 4 in science. The goal is to increase this to 10% (27).	The goal is to increase to 15% (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
	Lack of professional knowledge in the area	On-going professional development (group or	School-based Coaches	Classroom observations, lesson	Assessments, District PMA's,

1	of science	individual) in the area of science.	District	plans, student data from informal and formal assessments	District Benchmark Assessments, anecdotal notes
2	Lack of Laboratory and Safety Materials	Use hands on laboratory/virtual lab experiments.	Subject Area Leader Principal	Review lesson plans, Classroom observations	Assessments, District PMA's, District Benchmark Assessments, anecdotal notes

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				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	All levels	Principal	Science Instructors	Continuous	RtI Data Meetings	Administration
Unpacking Standards	All levels	Principal	Science Instructors	Fall 2012	Review of Lesson Plans	Administration
Differentiated Instruction	All levels	Principal	Science Instructors	Fall 2012	Classroom Observation Review of Lesson Plans	Adminstration

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:	To increase the number of students achieving proficiency in writing through professional development.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (64) scored at Level 3 or higher in writing. 80% (76) will achieve a level 3 or higher in writing.	75% (51) will achieve a level 3 or higher in writing.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of professional knowledge in teaching writing.	1A.1. On-going professional development for teachers in the area of writing.	1A.1. Reading Coach District Literacy Coach Principal	1A.1. Classroom observations, lesson plans, student data from formal and informal assessments.	1A.1. Student Performance on monthly benchmarks.
2	1A.2. Lack of using data to drive instruction.	1A.2. Conduct on-going professional development in the area of data disaggregation and lesson planning.	1A.2. Principal RtI Leadership Team	1A.2. Classroom Observations, mentoring of lesson plans, student data from formal and informal assessments, and data walls.	1A.2. STAR Reading, Accelerated Reading Assessments, District PMA's, District Benchmark Assessments, anecdotal notes

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:	
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
Data Analysis Training	All Levels	Principal	Writing Department	Monthly PLC's	Professional Learning Communities	Administration

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

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

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

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

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

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

Civics Budget:

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

End of Civics Goals

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:	To maintain average attendance rate of 95% (200).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (264)	95% (200)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Approximately 30 students had absences of ten or more days for the school year	It is expected that no more than 15 students will have ten or more days absent during the 2010-2011 school year
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

Approximately 20 students had excessive tardies to school			It is expected the number of students with excessive tardies will be reduced to no more than 10 students		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Consistently informing parents and students of the importance of attending school every day.	1.1. Beginning with Open House, PTSO meetings, and Orientation, parents and guardians will be reminded of the need to send their children to school every day on time.	1.1. The Assistant Principal will be responsible for monitoring this strategy.	1.1. Weekly monitoring of absence and tardy counts will be conducted by the administration.	1.1. Weekly reports of absence and tardy counts.

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

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

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

Attendance Budget:

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

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:	To decrease the number of in school suspensions from 55 to 30 and out of school suspensions from 334 to 150.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
55	30
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
20% (57 students)	10% (29 students)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
334	150
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
18% (52 students)	10% (29 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Consistent use of classroom management techniques by all teachers	1.1. Beginning with training during Early Release days, emphasize the need to prevent discipline problems by establishing and enforcing classroom rituals and routines.	1.1. Assistant Principal		1.1. Discipline Referrals

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)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To have 72% of parents actively participate in student's academic progress.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
62%	72%
Problem-Solving Process to Increase Student Achievement	

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

			Monitoring	Strategy	
1	1.1. Lack of parent support	1.1. Encourage parents to commit to their contractual agreement to volunteer 12 hrs. or more this school year.	1.1. Title 1 Parent Liaison	1.1. Monitor volunteer sign-in logs	1.1. Volunteer log
2	1.2. Insufficient parent support with homework	1.2. To procure parents/guardians' signatures on ALL homework assignments.	1.2. Classroom Teachers	1.2. Collecting and recording weekly homework assignments with/without parent signatures.	1.2. Weekly homework assignment log sheet

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

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

CTE Budget:

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

Subtotal: $0.00

Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Safety Goal Safety Goal #1:	100% of student and faculty population is required to wear security identification badges
2012 Current level:	2013 Expected level:
0% (0)	100% (288 students; 25 faculty)

Problem-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	Visitors are likely to enter the school campus without obtaining authority because of the open access campus environment	Require all faculty, staff, and student population to wear picture identification badges Provide written policy and procedures	Dean of Girls Dean of Boys Technology Department School security Teachers Administrators	Monitoring zero tolerance policy enforced by all authority in school	Security Compliance logs Student suspension 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						

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 Safety Goal(s)

FINAL BUDGET

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

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

Technology

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

Professional Development

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

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes   No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Meet to review and implementation of SIP plan

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

Duval School District
SCHOOL OF SUCCESS ACADEMY-SOS
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	32%	43%	74%	15%	164	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	68%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	69% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					420	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Duval School District
SCHOOL OF SUCCESS ACADEMY-SOS
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	38%	48%	72%	12%	170	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	69%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	68% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					425	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested