FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CROSSROADS ACADEMY

District Name: Palm Beach

Principal: Diane Howard

SAC Chair: Joyel Glaze-Loiz

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 1/25/2013

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Diane Howard	Masters in Educational Leadership; Bachelor of Science Degree	4	10	During SY 2011 - 2012 Crossroads Academy earned its first Maintaining rating. In the area of reading 49% of students made learning gains compared to 29% the prior year. In the area of Mathematics 47% of all students made learning gains compared to 45% the prior year. This amounts to 20% learning gains in reading and 2% learning gains in mathematics. SY2010 - 2011 % Making Gains in Reading 19%, Making Gains in Math 35% Declining; 2009-10 % Making Gains in Reading 37%, Making Gains in Math 45% Declining; 2008-09 Making Gains in Reading 24%, Making Gains in Math 42% Declining
		Currently enrolled in an Ed Leadership PhD Program @ FAU; Ed Specialist in Ed Leadership FAU; Masters in Exceptional			During SY 2011 - 2012 Crossroads Academy earned its first Maintaining rating.

Assis Principal	Anne Williams Dorsey	Student Education FAU; Bachelors in Mass Comm PR Boston University; National Board Certified in Early Adolescent English Language Arts, and certified as a teacher and administrator in the states of Georgia and Alabama.	1	11	In the area of reading 49% of students made learning gains compared to 29% the prior year. In the area of Mathematics 47% of all students made learning gains compared to 45% the prior year. This amounts to 20% learning gains in reading and 2% learning gains in mathematics. In the area of writing 85% of our 10th grade students earned a score of 3 and higher. We performed better in writing than many comprehensive schools.
Assis Principal	Betty Barnard	Bachelors degree in Education from FAU, Masters Degree in Education from Nova and certification in Educational Leadership;			During the 2011-2012 School year Ms. Barnard worked as a Reading Coach at Lake Shore Middle School. The school grade at Lake Shore Middle dropped from a "C" to a "D".

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.

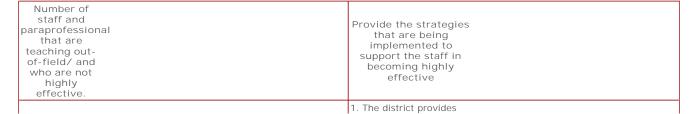| Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Crossroads Academy no longer has Coaches i.e. Reading Coach, Learning Team Facilitators in their budget	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with Designated Asst. Principal principal (ESP Program) 2. Partnering new teachers with veteran staff (Mentoring Program) 3. College campus Job Fairs and e-recruiting at Universities 4. Soliciting referrals from current employees	Principal Assistant Principal Guidance Counselors	On-going On-going	
2	Hire HQ teachers and paraprofessionals	Principal	On-going	

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
	1. The district provides

	time monthly (LTM Days) for schools to provide professional development to all staff members at each school site. These days are generally half days for students and the remanider of the day is spent on professional development for staff. 2. There are several full day professional development days where teachers report to school for the day and professional developement opportunities are provided for the entire day. 3. Additionally, professional develop trainings are offered via the school district websites (trainu & course registration) as well as live course / training offerings provided by the district throughout the school year. 4. Implementation of the FCIM Model 5. Learning Village to assist with the implementation of a single district culture for accessing curriculum and instruction.	
There are only two teachers currently teaching at Crossroads who are considered Non-Highly Qualified.		

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
22	13.6%(3)	22.7%(5)	50.0%(11)	13.6%(3)	9.1%(2)	90.9%(20)	13.6%(3)	4.5%(1)	22.7%(5)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Cadet, Marie Thornton, Elizabeth	Webster, Paula	The mentor teachers and the mentee are all certified in reading. The mentor teachers are veteran teachers and are well versed in district adopted reading programs and the reading curriculum.	Meet the Support staff and administration on campus, Assign Mentors and conduct and initial meeting with mentors and mentees, Complete personal growth plans, Complete required walk throughs and observations, Complete mid-year evaluations, Mid year support meetings, Complete required FEAP's in the areas of Instructional Design and Planning, The Learning Environment, Instructional Delivery and Facilitation, Assessment, Veteran Teacher Observation, Conduct an End of the Year Support Meeting, Complete Competency Verification Reports
		The mentee	Meet the Support staff and administration on

Valle, Maricella Camacho, Veronica	Nagy, Roland	teacher currently teaches Language Arts and Science. Both mentor teachers are certified in those respected areas Valle (Language Arts Departmental Instructional Leader) and Camacho (Science Departmental instructional Leader)	campus, Assign Mentors and conduct and initial meeting with mentors and mentees, Complete personal growth plans, Complete required walk throughs and observations, Complete mid-year evaluations, Mid year support meetings, Complete required FEAP's in the areas of Instructional Design and Planning, The Learning Environment, Instructional Delivery and Facilitation, Assessment, Veteran Teacher Observation, Conduct an End of the Year Support Meeting, Complete Competency Verification Reports
Camacho, Veronica	Harris, Stacey	The mentee teacher is currently teaching science and the mentor teacher is certified in science. The mentor teacher is also the departmental instructional leader for the science department	Meet the Support staff and administration on campus, Assign Mentors and conduct and initial meeting with mentors and mentees, Complete personal growth plans, Complete required walk throughs and observations, Complete mid-year evaluations, Mid year support meetings, Complete required FEAP's in the areas of Instructional Design and Planning, The Learning Environment, Instructional Delivery and Facilitation, Assessment, Veteran Teacher Observation, Conduct an End of the Year Support Meeting, Complete Competency Verification Reports

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Title I funds are used to purchase supplies for LTM and employ substitutes so teachers can attend trainings i.e (Florida Council of Teachers of Mathematics 60th annual conference in Orlando; October 18th -October 20th . Diamond Jubilee: Celebrating the Journey to Common Core & The 29th Annual Florida Literacy Conference at the South Seas Island Resort in Captiva, Florida May 8-May 10th. Conference registration rates range in price from $210 to $275. Funds are also used to provide supplies and refreshments for parent trainings. We have also allocated money for travel for homevisits to increase parent involvement and curtail truancy and attendance issues.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with our ELL contact to ensure student needs are met.

Title I, Part D

District receives funds to provide support services. These services are coordinated with the district Drop-out Prevention Programs

Title II

N/A

Title III

N/A

Title X- Homeless

Area Attendance Specialists provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education

Supplemental Academic Instruction (SAI)

SAI funds will be provided to support students at the school

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students that incorporate community service and counseling.

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

Nutrition Programs

The School District of Palm Beach County currently provides a free breakfast to all students who are enrolled in our schools. Additionally, a large percentage of our students receive free and / or reduced lunch services.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Required instruction listed in Florida Statute 1003.42(2), as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, and guidance staff. The principal provides a common vision for the use of data-based decision-making to ensure:
a sound, effective academic program is in place
a process to address and monitor subsequent needs is created
the School Based Team (SBT) is implementing RTI processes
assessment of RTI skills of school staff is conducted
fidelity of implementation of intervention support is documented
adequate professional development to support RTI implementation is provided
effective communication with parents regarding school-based RTI plans and activities occurs.

The RTI/Inclusion Facilitator position was eliminated from the school budget this year. Therefore the design and implementation of progress monitoring, collection and analysis of data, the development of intervention plans, the implementation of Tier 3 interventions, and other professional development and technical assistance will be provided by district area support staff, our ESE Contact, our RTI school contact person and Administration.

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 school-based RTI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RTI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RTI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.
*Problem Solving & Response to Intervention Project 2008

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?

Members of the School-Based / RTI Team will meet with the School Advisory Council (SAC) to develop and review the SY13 School Improvement Plan (SIP). Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
FCAT scores and the lowest 25% AYP and subgroups
strengthens and weaknesses of intensive programs
mentoring, tutoring, and other services.

The School Based Team (SBT), 504 / ESE Coordinator / Facilitator will provide professional development for the SAC members on the RtI process

---

MTSS Implementation

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

Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-3 Literacy Assessment System
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:
Florida Assessment for Instruction in Reading (FAIR)

Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-3 Literacy Assessment System

End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
ACT/SAT/CPT

Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be offered to RTI/Inclusion Team by Area and District Resource Staff and will monitor quarterly during SY 2013. The school-based RTI/Inclusion Team will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
Problem Solving Model
consensus building
Positive Behavioral Intervention and Support (PBIS)
data-based decision-making to drive instruction
progress monitoring
selection and availability of research-based interventions
tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Ongoing professional developent
weekly SBT Meetings
SWPBS will be immplemented school wide to provide interventions and support to teachers and students
Data based decision making will drive instruction
FCIM Florida Continuous Improvement Model
Individualized assistance will be provided as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT at Crossroads Academy includes the reading Department Chairperson, The Language Arts Department Chair, the administrators, and the Media Clerk.

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

The team will meet twice per month to discuss data and differentiated instruction and reading strategies. Reading initiatives include: Jaguar Den (10 minutes of silent sustained reading every morning from 9:40-9:50). Additionally, we have a new reading initiative titled the BEAR Program: Be Excited About Reading - The Media Clerk with head up this initiative and promote reading schoolwide through the use of nooks and scheduled visits to the Media Center by reading and Language Arts teachers. Reading Counts.

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

Reading Counts will be a school wide initiative this year that will be a continuation from last year. We have a new reading initiative titled the BEAR Program: Be Excited About Reading - The Media Clerk with head up this initiative and promote reading schoolwide through the use of nooks and scheduled visits to the Media Center by reading and Language Arts

teachers.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/21/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading Across the Curriculum is a primary Reading Strategy that is implemented at Crossroads Academy. With the assistance and direction of the Literacy Team we stress to staff, students, and Parents that Reading is our greatest priority. Everyday we have a period of time devoted to silent sustained reading. This time is referred to as Jaguar Den. Students read each day for 10 to 15 minutes. We also encourage parents to partner with us for this initiative by encouraging students to read for at least 30 m inutes each day at home. This past schoo year our FCAT data reflected 20% gains in the area of reading as it pertained to learning gains. This earned our schools its first ever School Improvement Rating of a Maintaining and the School's first ever Improving Rating in Reading. All content areas are directed to support the Reading Department by covering in their FCIM Calendars Reading Objectives and Benchmarks as Primary and Secondary goals. The Social Studies Department in particular teaches reading objectives using information text, which is the type of text which is most heavily covered and tested on FCAT.

*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?

Crossroads Academy adopted for the first time this SY 13 school year an alternating block schedule. We have reduced the instructional day by one hour from last year. This has allowed us to maximize our instructional resources. Teachers now have a common planning block of time each afternoon that is designated for common planning. This time allows for departmental collaboration and interdisciplinary / cross-curriculuar instructional planning. Teachers are having discussions regarding the implementation of thematic units. Also, with the implementation of the Common Core Standards we are charging our teachers to make instruction practical, pragmatic and plain for our students so that they understand the relevance of curricular content with their daily lives.

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?

Guidance Counselors meet with students during their 9th grade academic year and use the Choices Program to develop programs of study that are personally meaningful to students based on their career interests. Thereafter, their course selections and porgrams of study are tailored to their Career choices. Due to the fact that many of our students are less than proficient in reading and mathematics, as it relates to the FCAT and EOC Examinations, most of our students are required to take remediation courses in reading and mathematics to ensure their academic success.

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

At Crossroads Academy, all incoming students will be assessed prior to in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs. All students are assessed within the areas of Basic Skills development and academic school . Students may also be assessed with through SRI, Princeton Review to assess basic academic skill development and academic readiness.. Questionnaire results will provide valuable information regarding

student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept and self-efficacy.

Screening data will be collected and disaggregated by October of each year. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

Screening tools such as FLAIR, Oral Language Assessments determine student learning gains. The re-administered tools may be use at midyear and at the end-of-the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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:	During the 2012 School Year, 49% of our students made learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2012 49% of the students made learning gains in reading for a 20% increase	Our Expectation for 2013 is to ensure that the percentage of students making learning gains in reading increases by at least 5% to 55% so that we can earn an overall improvement rating for the SY 2013 School Year.

	Problem-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 struggle with note taking and with implementing the use of notes in class in order to achieve academic success.	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	teachers administrators department chairpersons	Each nine weeks administratorsor coaches or dept chairpersons will review samples of notebooks from each teachers' classes	review of tests, notebooks, rubrics/scales
2	During the SY 2012 2013 School year Crossroads Academy lost all instructional coaches in its budget. We no longer have a Learning Team Facilitator or a Reading Coach.	Department Chairs will serve on the Professional Development Team and provide professional development activities to all teachers during weekly departmental meetings and on LTM/PDD Days which are held monthly in the district.	administrators Department Chairs/ Professional Development Team Leaders	Administration will conduct walkthrus to determine implementation of strategies and solicit feedback from teachers in regularly sheduled departmental meetings	Iobservation report Departmental meeting agendas and minutes
3	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc. Teachers will also post data walls by student number and use visual displays to chart student progress	students, teachers, administrators, department chairpersons	Review of the students' progress charts in classes	students progress
4	Students need improved reading skills and are not responding to traditional instruction. Teachers are not familiar with RtI strategies.	Students in targeted groups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in reading through READ	Administrators, Tutorial director, teachers	There will be weekly assessments given to students to determine improvement in targeted skill. Students failing to make improvements will be given additional support through other RtI strategies	assessments

		180/Edge and the tutoring program			
5	Instructional staff need training and support for department and schoolwide strategies: Higher Order Learning Strategies:	Utilize in house experts to lead Professional Development activities related to the school wide strategies -Higher Order Learning Strategies	Administration, LTF, faculty members	Compare fall and winter diagnostics scores for improvement; with in each content area, compare initial common assessment to ones written and used after training; reivew assessment for students improved scores and improved questioning on assesments by teachers. Comparison of all data will occur at bi weekly LTMs	diagnostics and common assessments
6	Teachers do not know how to utilize data to make instruction more effective.	Train all teachers in the use of EDW and utilize information to create focus calendars. This will help the teachers Identify the subgroups that did not meet AYP and develop appropriate strategies.	department chairpersons, administration	In LTMs, teachers will review data to ensure it is used appropriately to increase student achievement. After fall and winter diagnostics, departments with guidance from the LTF and administration will create a focus calendar for reading benchmarks. Administration will monitor use of focus calendar through classroom visits and LTM meeting notes	LTM notes; classroom visit checklist

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:	Crossroads Academy currently doesnt have any students who qualify to take the Florida Alternate Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of the students feel that because they are scoring above proficiency, they can merely coast and don't see the need to stretch themselves academically.	Implement extension and enrichment activities in these student's classes to extend their knowledge.	Classroom teachers and department chairs	diagnostic tests, SRI, FCAT, EOC's and extension / enrichment activity	Disaggregation of data, student portfolios, rubrics, teacher feedback

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:	N/A

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	None of our students scored at or above level 4 on the FCAT 2.0	Our goal for this year is to have 5% of our students scoring at or above achievement level 4 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	Many students scoring at or above achievement level 4 feel as though they've mastered FCAT 2.0 objectives and fail to take the test seriously. They feel they know all that they need to know. However, we know that if tested skills are not continuously reinforced students lose their efficiency in those areas.	Through the use of the Rotational Instrucional Model "RIM", which is being implemented school wide this year and block scheduling with 100 minute blocks teachers are providing enrichment activities to students to reinforce skills. They are also using FCIM calendars to identify primary and secondary benchmarks to cover based on student achievement throughout the course of the year	Administrators, Departmental Instructional leaders, Teachers, students	Conduct mini assessments through Core K12, Diagnostic Assessments, SRI and other district and state standardized assessments as well as teacher made tests.	FCAT 2.0, EOC's etc.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
We currently do not have any students identifying as qualifying to take the Florida Alternate Assessment Test.	Our population is a transient one which means that students are continually coming and going. Therefore it is likely that we may have students identified to take the Florida Alternate Assessment Test. In the event that we do we want to ensure that any stigmas associated with taking a special test for ESE students is dismayed so that students do their best and try their hardest.

Problem-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:	Based on the most recent FCAT 52% ofour students made learning gains in reading compared to 25% the year prior.
2012 Current Level of Performance:	2013 Expected Level of Performance:
	We achieved amazing success in reading this past year with

| | During SY 2011 - 2012 52% of all students made learning gains in reading. | | over a 20% increase in learning gains in reading. Our goal for this year is to maintain or improve by five 5% or more the percentage of students making learning gains in reading for a goal percentage of 57%. | |

		Problem-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 are not as effective as they should be at taking notes and using them for study purposes	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	teachers administrators department chairpersons	Each nine weeks administrators or coaches or dept chairpersons will review samples of notebooks from each teachers' classes	review of tests, notebooks, rubrics/scales
2	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc.	students, teachers, administrators, department chairpersons	Review of the students' progress charts in classes students	progress charts
3	Students need improved reading skills and are not responding to traditional instruction. Teachers are not familiar with RtI strategies.	Students in targeted groups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in reading through READ 180/Edge and the tutoring program	Administrators, Tutorial director, teachers	There will be weekly assessments given to students to determine improvement in targeted skill. Students failing to make improvements will be given additional support through other RtI strategies	assessments
4	Instructional staff need training and support for department and schoolwide strategies: Higher Order Learning Strategies:	Utilize in house experts to lead Professional Development activities related to the school wide strategies -Higher Order Learning Strategies:	Administration, faculty members	Compare fall and winter diagnostics scores for improvement; with in each content area, compare initial common assessment to ones written and used after training; reivew assessment for students improved scores and improved questioning on assesments by teachers. Comparison of all data will occur at bi weekly LTMs	diagnostics and common assessments
5	Teachers do not know how to utilize data to make instruction more effective	Train all teachers in the use of EDW and utilize information to create focus calendars. This will help the teachers Identify the subgroups that did not meet AYP and develop appropriate strategies.	department chairpersons, administration, Professional Development Team	In LTMs, teachers will review data to ensure it is used appropriately to increase student achievement. After fall and winter diagnostics, departments with guidance from the LTF and administration will create a focus calendar for reading benchmarks. Administration will monitor use of focus calendar through classroom visits and LTM meeting notes	LTM notes; classroom visit checklist

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
There weren't any students tested last year using the Florida Alternate Assessment Test.	In the event that we receive students in the future who qualify to take the Floria Alternate Assessment we expected students to do their very best and take the test seriously by removing any stigma that may be associated with taking a test designed specifically for special needs students.

<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>There is a negative stigma associated with the use of the Florida Alternative Assessment Test. This test is administered to ESE students and they feel taking the test casts them in a negative light with peers as being not as smart as those students who are not required to take the Florida Alternative Assessement Test. This creates a lack of true effort by students who are taking these tests and hinders the increase of learning gains.</td><td>Commuicate early on the importance of taking the Florida Alternate Assessement Test to all qualifying students in order to calm any fears or stigmas they may have prior to the actual test administration</td><td>ESE Coordinator Administrators ESE Teachers Support Facilitation teachers and Regular Classroom teachers</td><td>Monitoring regularly student achievement on teacher made tests, teacher observation and teacher made tests</td><td>Results of the Florida Alternate Assessment Test</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 group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	During the SY 2011-2012 School Year 69% of students identified as being in the lowest 25% made learning gains in reading. Out of 13 students identified in the lowest 25% 9 made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% of students in SY 2011-2012 made learning gains in reading. Out of 13 students identified as being in the lowest 25%, 9 students made learning gains.	Our goal for 2013 is to increase the percentage of student making learning gains by 5% points to a 74% increase in learning gains.

<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>Students need to make improvements in math and reading skills</td><td>Most Level 1 & 2 students will be placed in intensive math & intensive reading to improve skills. Students also will use the reading plus program to improve reading scores</td><td>department chairs, administrators,</td><td>Teachers, administrators will review Vmath reports,diagnostic scores to determine effectiveness of placement</td><td>diagnostics, Vmath reports, SRI Reports, Reading Plus reports</td></tr>
</table>

2	Teachers lack training in a variety of reading and math strategies that will increase student achievement	Implement regualr Professional Development training to all teachers weekly to model the use of reading and math strategies.	department chairs and professional development team members	Administration will conduct walkthrus to determine implementation of strategies and feedback will be solicited from teachers during weekly departmental meetings.	Iobservation report
3	Students need improved reading skills and are not responding to traditional instruction. Teachers are not familiar with RtI strategies.	Students in targeted groups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in reading through READ 180/Edge and the tutoring program	Administrators, Tutorial director, teachers	There will be weekly assessments given to students to determine improvement in targeted skill. Students failing to make improvements will be given additional support through other RtI strategies	assessments
4	Instructional staff need training and support for department and schoolwide strategies: Higher Order Learning Strategies:	Utilize in house experts to lead Professional Development activities related to the school wide strategies -Higher Order Learning Strategies:	Administration, LTF, faculty members	Compare fall and winter diagnostics scores for improvement; with in each content area, compare initial common assessment to ones written and used after training; reivew assessment for students improved scores and improved questioning on assesments by teachers. Comparison of all data will occur at bi weekly LTMs	diagnostics and common assessments
5	Teachers do not know how to utilize data to make instruction more effective.	Train all teachers in the use of EDW and utilize information to create focus calendars. This will help the teachers Identify the subgroups that did not meet AYP and develop appropriate strategies.	department chairpersons, administration	In LTMs, teachers will review data to ensure it is used appropriately to increase student achievement. After fall and winter diagnostics, departments with guidance from the LTF and administration will create a focus calendar for reading benchmarks. Administration will monitor use of focus calendar through classroom visits and LTM meeting notes	classroom visit checklist

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	8	17	25	33	42	

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:	The Black subgroup, particularly black males, is significantly larger than any of the other subgroups yet only 7% are proficient in reading. The other subgroups, all but Hispanics is too small to generate data.

2012 Current Level of Performance:	2013 Expected Level of Performance:
7% percent of the Black students were proficient in reading and 9% of the hispanic students were proficient in reading.	40% of the Black students will be proficient in reading as measured by the FY2013 FCAT reading test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need professional development training in a variety of reading, science and math strategies that will increase student achievement (Marzano strategies will be used)	Provide Professional Development Trainings to include the modeling and implementation of proven effective strategies in the areas of reading, math, science, and writing.	administrators teachers, dept chairs Professional Development Team	Administration will conduct class visits to determine implementation of strategies

Comparison of fall and winter diagnostics scores for improvement; with in each content area, compare initial common assessment to ones written and used after training; reivew assessment for students improved scores and improved questioning on assessments by teachers | iObservation report

diagnostics common assessments |
| 2 | Students need to be trained on how to take notes and use those notes for study purposes | Train all teachers on use of notes taking , notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes | administrators department chairpersons teachers | Each nine weeks administrators or coaches or dept chairpersons will review samples of notebooks from each teachers' classes | tests, notebooks, rubrics/scales |
| 3 | Students are not fully aware of how to track their progress in a class | Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc. | students, teachers, administrators, department chairpersons students | Review of the students' progress charts in classes students progress charts | progress charts |
| 4 | Students need improved reading skills and are not responding to traditional instruction.

Teachers are not familiar with RtI strategies | Students in targeted groups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in reading through READ 180/Edge and the tutoring program | Administrators, Tutorial director, teachers | There will be weekly assessments given to students to determine improvement in targeted skill. Students failing to make improvements will be given additional support through other RtI strategies | assessments |
| 5 | Instructional staff need training and support for department and schoolwide strategies: Higher Order Learning Strategies | reading coach and LTF. Utilize in house experts to lead Professional Development activities related to the school wide strategies -Higher Order Learning Strategies: | Administration, LTF, faculty members | Compare fall and winter diagnostics scores for improvement; with in each content area, compare initial common assessment to ones written and used after training; reivew assessment for students improved scores and improved questioning on | diagnostics and common assessments |

				assesments by teachers. Comparison of all data will occur at bi weekly LTMs	
6	Teachers do not know how to utilize data to make instruction more effective.	Train all teachers in the use of EDW and utilize information to create focus calendars. This will help the teachers Identify the subgroups that did not meet AYP and develop appropriate strategies.	department chairpersons, administration	In LTMs, teachers will review data to ensure it is used appropriately to increase student achievement. After fall and winter diagnostics, departments with guidance from the LTF and administration will create a focus calendar for reading benchmarks. Administration will monitor use of focus calendar through classroom visits and LTM meeting notes	classroom visit checklist

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:	0% of our ELL students made satisfactory progress in reading during SY 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of our ELL students made satisfactory progress in reading during SY 2012.	Our goal for this year is to have 5% of our students make satisfactory progress during the SY2013 school year.

<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	For many students, there exists a cultural divide that makes the bulk of the material presented in core curricular courses irrelevant and therefore less meaningful to students, particularly our Hispanic and Haitian students	Bridge the cultural divide by delivering instruction in a culturally relevant manner through the use of culturally relevant reading material and incorporating Hispanic and Haitian cultures in instructional delivery to make instruction relevant and meaningful to students	Teachers, department chairs, and ELL resource teachers and ELL contacts	Teacher and student dialogue and feedack,	Student progress reports, report cards, individualized student 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50% of our tested ESE students should make learning gains 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	Many of our ESE students lack the sense of empowerment to take ownership of their education. They have been displaced from a comprehensive setting and they're ESE. There is a sense of hopelessness as it relates to academic success	Develop a sense of self efficacy with ESE students as it relates to their academics. Identify academic goals from IEP's and make those goals attainable and relevant to students in their classes.	ESE teachers, Support Facilitation Teachers, Regular Education Teachers, ESE Coordinator, ESE support staff	IEP meetings, reviews, Parent conferences, Academic conferences with ESE students.	Standardized tests and nonstandardized tests, progress reports, report cards
2	Teachers feel that they are not provided with the support services needed to properly implement strategies and reinforce goals of students IEP Plans	Establish 100% compliance in meeting the required needs of each SWD IEP Plan. Provide as needed the required Support Faciliation, Consultation, Speech and Therapy, Family Counseling, and Direct Instruction Services needed for student success.	ESE Contact ESE Administratior 504 Contact SBT / RTI Contact Principal Area & District ESE Resource Personnel	Weekly monitoring of services; Parent Meetings, IEP Meetings, Progress Reports, Reports Cards, etc.	Core K-12 Assessments; Teacher and Administrative Observation / iObservation

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:	The Black subgroups' score for proficiency was 50%. The Economically Disadvantaged subgroup did not make AYP. The safe harbor target for the ED subgroup was 55%. The ED subgroups' score for proficiency was 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% six percent of the Economically Disadvantaged students were proficient in reading as measured by the FY12 FCAT reading test.	17% of the Black and Economically Disadvantaged students will be proficient in reading as measured on the FCAT reading test

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack training in a variety of reading, science and math strategies that will increase student achievement (Marzano strategies will be used)	Provide Professional Development activities during weekly department meetings. Departmental Instructional Leaders will function dually as Learning Team Facilitators to their departments	administrators teachers, dept chairs, departmental instructional leaders	Administration will conduct class visits to determine implementation of strategies Comparison of fall and winter diagnostics scores for improvement; with in each content area, compare initial common assessment to ones written and used after training; reivew assessment for students improved scores and improved questioning on assessments by teachers	I observation report diagnostics common assessments
2	Students do not know how to take notes and use notes for study purposes	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take	administrators department chairpersons teachers	Each nine weeks administrators or dept chairpersons will review samples of notebooks from each teachers'	tests, notebooks, rubrics/scales

		notes and use notes for study purposes			classes
3	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc.	students, teachers, administrators, department chairpersons students	Review of the students' progress charts in classes students progress charts	progress charts

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase Learning Gains in Reading	Grades 6-12; All content Areas	School based Literacy Team, Reading Department Chair,	Teachers and Departmental Instructional Leaders in all departments	Montly LTM meetings and weekly departmental / Professional DevelopmentMeetings/	Weekly meetings with Departmental Instructional leaders and Administration and weekly follow up meetings with department chairs and their departments	Departmental Instructional leaders and Administration
Reading Across the Curriculum	Grades 6-12; All content areas	Departmental Instructional Leaders	Teachers in all departments	Monthly LTM Meetings, and Weekly Departmental Meetings	Teacher Evaluation, Teacher Feedback, and Diagnostic Data, EOC data, SRI data, etc.	Principal, Assistant Principals, and Departmental Instructional Leaders.

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
Integration of technology through the use of the READ 180, EDGE and Reading Plus to support Reading initiatives and goals at school.	Headphones with microphones	Title I	$200.00
			Subtotal: $200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
In-state reading conferences for the purposes of professionally developing Reading Department Chair and members: 29th Annual Florida Literacy Conference in Captiva, Florida. May 8-10, 2012.	Registration fees, hotel fees, meals,	Title I	$500.00

Collegial Planning and Peer Teaching	Substitute teachers	Title I	$2,000.00
			Subtotal: $2,500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher modeling of instructional Strategies	1. Flip Charts 2. Flip chart stands 3. posters, construction paper, markers, colored pencils, copy paper, student journals, clip boards, cassette players, dvd players and additional classroom supplies to support reading instruction	Title I	$3,250.00
After school tutorials for Reading	Tutorials staff to include teachers and support Staff and benefits	Title I	$2,500.00
Provide teachers with continuous feedback through the use of observations, both peer and admin. using the Marzano software and evaluation system.	IPad (Regular or Mini); Ipad Protective carrying cases, IPad Key Board	Title I	$1,000.00
			Subtotal: $6,750.00
			Grand Total: $9,450.00

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:	During School Years 2011 and 2012 50% of students who took the Cella test Achieved Proficient scores in Listening and Speaking. We have have remained consistent in this area.
2012 Current Percent of Students Proficient in listening/speaking:	
During the 2012 School Year 50% of the students who were administered the Cella test scored proficient in listening and speaking. In 2012 this involved (1) students and in 2011 this involved (3) 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	We dont have a full time ELL resource teacher housed on ur campus.	Maintain a constant and continuous flow of communication from the school and its teachers to the districts area ELL contact persons to ensure that our students receive maximum services.	School based administrator who serves as a contact to the ELL District based Resource teacher	Montly feedback from District ELL resource teacher, and feedback from ELL students and Parents.	Mini assessments throught Core K12; Cella results.

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:	N/A
2012 Current Percent of Students Proficient in reading:	

During the 2012 School year there were no students scoring at a proficient level in reading on the CELLA. This reflects a decrease from the year prior when 2 students scored proficient in reading for a percentage of 33%.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of our ELL students may find reading material irrelevant to their culture and therefore become disengaged.	Provide ELL students with high interest books that are relevant to their nature cultures. Utilize District ELL Curriculum that is designed to reading objectives with culturally significant topics that reflect a diverse array of cultures and geographic regions.	ELL District Resource Teacher.	ELL student and parent survey; Feeback from ELL students and their parents.	Results of Reading Assessments that are culturally relevant and CELLA test.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	0% of students scores proficient in writing during 2012 which reflects a decrease from the year prior when 17% of ELL students taking the CELLA test scored at a proficient level in writing. The total number of students tested this year were 6 compared to 18 tested the year prior.

2012 Current Percent of Students Proficient in writing:

Currently there were 6 students tested in Writing using the CELLA test. Of those 6 students 0% performed at a proficient level on the CELLA test 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	Writing prompts are not culturally relevant or significant to our ELL students	Develop school wide writing prompts that are culturally relevant and provide opportunities for our students to share their cultures and cultural experiences and cultural backgrounds through writing. Also administer writing interest inventories for ELL students	Language Arts teachers, ELL Resource Teacher, Language Arts Department Chair	Regular Feedback from teachers and students regarding their thoughts on the implementation of culturally significant writing prompts. Writing Rubrics	Palm Beach Writes, FCAT Writes, CELLA writing scores.

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
Provide students with culturally relevant and culturally sensitive material	Classroom librairies to include culturally relevant reading material	Title I	$200.00
			Subtotal: $200.00
			Grand Total: $200.00

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:	13% of our students scored proficient in math on the FCAT. The number of students scoring proficient is (4). This is a slight increase from the year prior when only 7% or (3) scored proficient in math. In 2012 47% of our students gained learning gains which reflected a 2% increase from the year prior.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 47% of our students are making learning gains in math which reflects a 2% increase from the year prior.	Our goal for 2013 is for the percentage of students making learing gains in math to increase by 5% from the prior years learning gains of our students in their comprehensive schools. If we accomplish this 5% goals we will receive an improving rating in math by the state which is something we've never achieved. Our target will be 52%.

Problem-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 struggle with note taking and with implementing the use of notes in class in order to achieve academic success.	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	teachers administrators department chairpersons	Each nine weeks administratorsor coaches or dept chairpersons will review samples of notebooks from each teachers' classes	review of tests, notebooks, rubrics/scales
2	During the SY 2012 2013 School year Crossroads Academy lost all instructional coaches in its budget. We no longer have a Learning Team Facilitator or a Reading Coach.	Department Chairs will serve on the Professional Development Team and provide professional development activities to all teachers during weekly departmental meetings and on LTM/PDD Days which are held monthly in the district.	administrators Department Chairs/ Professional Development Team Leaders	Administration will conduct walkthrus to determine implementation of strategies and solicit feedback from teachers in regularly sheduled departmental meetings	Iobservation report Departmental meeting agendas and minutes
3	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc. Teachers will also post data walls by student number and use visual displays to chart student progress	students, teachers, administrators, department chairpersons	Review of the students' progress charts in classes	students progress
	Students lack basic math skills	Students in targeted AYP groups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in math and the tutoring program. V math will be used as	Administrators, Tutorial director, teachers	There will be weekly assessments given to students to determine improvement in targeted skill, Diagnostic test	weekly assessments

4		part of the tutoring program. Tutoring programs may include but are not limited to:MIDDLE SCHOOL MATH WITH , ALG I END OF COURSE EXAM, ; Data Chats, Use Pearson Success Books, Problem of the day form focus calendar, 101 Interventions, and other resources from the internet and learning village.			
5	Instructional staff need training and support for school wide strategies - Higher Order Learning Strategies: Interdisciplinary Thematic Units; Rigor and Relevance	Utilize the expertise of department chairs who also serve as members of the professional development team to coach members of their department in the use of instructional strategies, higher order learning strategies, interdisciplinary thematic units; rigor and relevance	Administration, teachers	Review of lesson plans to ensure the use of school wide strategies in classroom instruction regularly; classroom visits	classroom visit checklist and lesson plan review checklist
6	Classroom instruction and tutorial lack rigor and relevance.	Train all instructional staff to provide rigorous and relevant lessons	Administration; department chairpersons, teachers	Review of LTM trainings and meetings notes and agendas to ensure training occurred. Review of lesson plans to ensure rigor and relevance are in plans, classroom visits to ensure lessons have rigor and relevance	lesson plans, classroom visit checklists
7	Students are not exposed to math and the process of effective problem solving process daily.	Train teachers to use the problem solving plan. Teach problem solving during MIP time and during class daily	dept. chairperson, administration, teachers	Weekly common assessments will be reviewed for increase in student scores. Fall and winter diagnostics will be compared to see an increase in students' scores	common assessments; fall and winter diagnostics
8	Students do not know math vocabulary	Provide a math "word of the day" for math classes	Teachers, administration	Review of common assessments will show increased scores as students learn and apply math vocabulary	common assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
We didnt have any students who qualified to take the Florida Alternate Assessment	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
Many of the students feel that because they are scoring above	Implement extension and enrichment activities in these student's classes	Classroom teachers and department chairs	diagnostic tests, SRI, FCAT, EOC's and extension / enrichment	Disaggregation of data, student portfolios, rubrics,

1	proficiency, they can merely coast and don't see the need to stretch themselves academically.	to extend their knowledge.		activity	teacher feedback

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:	During the 2011-2012 School year 0% of our students scored at or above achievement level 4 in mathematics. We have to increase the number of students scoring at or above achievement level 4 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 School year 0% of our students scored at or above achievement level 4 in mathematics. In the year prior our performance was consistent with 0% of our students scoring at or above achievement level 4 in math.	Our goal is to have at least 5% of our students scoring at or above achievement level 4 in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students scoring at or above achievement level 4 feel as though they've mastered FCAT 2.0 objectives and fail to take the test seriously. They feel they know all that they need to know. However, we know that if tested skills are not continuously reinforced students lose their efficiency in those areas.	Through the use of the Rotational Instrucional Model "RIM", which is being implemented school wide this year and block scheduling with 100 minute blocks teachers are providing enrichment activities to students to reinforce skills. They are also using FCIM calendars to identify primary and secondary benchmarks to cover based on student achievement throughout the course of the year	Administrators, Departmental Instructional leaders, Teachers, students	Conduct mini assessments through Core K12, Diagnostic Assessments, SRI and other district and state standardized assessments as well as teacher made tests.	FCAT 2.0, EOC's etc.

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:	Not applicable. No students were identified as needing to take the Florida Alternate Assessment test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	During the 2012 school year 54% of our students made learning gains in mathematics compared to 42% the year prior. 100% of students in our lowest 25% made learning gains. Phenomenal! We want to maintain this level of performance. And continue to increase the percentage of learning gains 54% to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2012 school year 47% of our students made learning gains in mathematics compared to 45% the year prior.	Our goal is to maintain the percentage of students making learning gains in math in 2013 with those making learning gains in 2012 and to increase that percentage by 5%. Our target is to have anywhere from 47% tp 52% of our students making learning gains 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	Students are not as effective as they should be at taking notes and using them for study purposes	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	teachers administrators department chairpersons	Each nine weeks administrators or coaches or dept chairpersons will review samples of notebooks from each teachers' classes	review of tests, notebooks, rubrics/scales
2	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc.	students, teachers, administrators, department chairpersons	Review of the students' progress charts in classes students	progress charts
3	Students lack basic math skills	Students in targeted AYP groups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in math and the tutoring program. V math will be used as part of the tutoring program. Tutoring programs may include but are not limited to:MIDDLE SCHOOL MATH WITH , ALG I END OF COURSE EXAM, ; Data Chats, Use Pearson Success Books, Problem of the day form focus calendar, 101 Interventions, and other resources from the internet and learning village.	Administrators, Tutorial director, teachers	There will be weekly assessments given to students to determine improvement in targeted skill, Diagnostic test	weekly assessments
4	Instructional staff need training and support for school wide strategies - Higher Order Learning Strategies: Interdisciplinary Thematic Units; Rigor and Relevance	Hire a LTF and utilize them to lead Professional Development activities	Administration, coach, teachers	Review of lesson plans to ensure the use of school wide strategies in classroom instruction regularly; classroom visits	classroom visit checklist and lesson plan review checklist
	Classroom instruction and	Train all instructional	administration;	Review of LTM trainings	lesson plans,

				and meetings notes and agendas to ensure training occurred. Review of lesson plans to ensure rigor and relevance are in plans, classroom visits to ensure lessons have rigor and relevance	classroom visit checklists
tutorial lack rigor and relevance. 5	staff to provide rigorous and relevant lessons	department chairpersons, teachers			
6	Students are not exposed to math and the process of effective problem solving process daily.	Train teachers to use the problem solving plan. Teach problem solving during MIP time and during class daily	dept. chairperson, administration, teachers	Weekly common assessments will be reviewed for increase in student scores. Fall and winter diagnostics will be compared to see an increase in students' scores	common assessments; fall and winter diagnostics
7	Students do not know math vocabulary	Provide a math "word of the day" for math classes	teachers, administration	Review of common assessments will show increased scores as students learn and apply math vocabulary	common 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a negative stigma associated with the use of the Florida Alternative Assessment Test. This test is administered to ESE students and they feel taking the test casts them in a negative light with peers as being not as smart as those students who are not required to take the Florida Alternative Assessement Test. This creates a lack of true effort by students who are taking these tests and hinders the increase of learning gains.	Commuicate early on the importance of taking the Florida Alternate Assessement Test to all qualifying students in order to calm any fears or stigmas they may have prior to the actual test administration	ESE Coordinator Administrators ESE Teachers Support Facilitation teachers and Regular Classroom teachers	Monitoring regularly student achievement on teacher made tests, teacher observation and teacher made tests	Results of the Florida Alternate Assessment Test

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%	During the 2012 school year of the students identified as being in the lowest 25% made learning gains in math. There were 5 students identified in the lowest 25% and all 5 made

making learning gains in mathematics.

Mathematics Goal #4:

learning gains. The year prior 45% of the students identified in the lowest 25% made learning gains. Out of 22 identified students only 10 made learning gains. Our goals is to strategically identify and work with our lowest 25% in mathematics to ensure that we continue to make 100% learning gains in this area.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of our students classified in the lowest 25% in math made learning gains. There were 5 students identified as being in the lowest 25% and all five made learning gains.	Our goal for this upcoming school year is to broaden the scope of the lowest 25% to include the lowest 35% and continue to earn learning gains with 100% of our identified 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	Students need to make improvements in math and reading skills	Most Level 1 & 2 students will be placed in intensive math & intensive reading to improve skills. Students also will use the reading plus program to improve reading scores	department chairs, administrators,	Teachers, administrators will review Vmath reports,diagnostic scores to determine effectiveness of placement	diagnostics, Vmath reports, SRI Reports, Reading Plus reports
2	Teachers lack training in a variety of reading and math strategies that will increase student achievement	Implement regualr Professional Development training to all teachers weekly to model the use of reading and math strategies.	department chairs and professional development team members	Administration will conduct walkthrus to determine implementation of strategies and feedback will be solicited from teachers during weekly departmental meetings.	Iobservation report
3	Students lack basic math skills	Students in targeted Subgroups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in math and the tutoring program. V math will be used as part of the tutoring program. Tutoring programs may include but are not limited to:MIDDLE SCHOOL MATH WITH , ALG I END OF COURSE EXAM, ; Data Chats, Use Pearson Success Books, Problem of the day form focus calendar, 101 Interventions, and other resources from the internet and learning village.	Administrators, Tutorial director, teachers	There will be weekly assessments given to students to determine improvement in targeted skill, Diagnostic test	weekly assessments
4	Instructional staff need training and support for school wide strategies - Higher Order Learning Strategies: Interdisciplinary Thematic Units; Rigor and Relevance	Train department chairs as Learning Team Faciltiators and utilize them to lead Professional Development activities weekly during department meetings.	Administration, teachers	Review of lesson plans to ensure the use of school wide strategies in classroom instruction regularly; classroom visits	classroom visit checklist and lesson plan review checklist
5	Classroom instruction and tutorial lack rigor and relevance.	Train all instructional staff to provide rigorous and relevant lessons	administration; department chairpersons, teachers	Review of LTM trainings and meetings notes and agendas to ensure training occurred. Review of lesson plans to ensure rigor and relevance are in plans, classroom visits to	lesson plans, classroom visit checklists

				ensure lessons have rigor and relevance	
6	Students are not exposed to math and the process of effective problem solving process daily.	Train teachers to use the problem solving plan. Teach problem solving during MIP time and during class daily	Math dept. chairperson, administration, teachers	Weekly common assessments will be reviewed for increase in student scores. Fall and winter diagnostics will be compared to see an increase in students' scores	common assessments; fall and winter diagnostics
7	Students do not know math vocabulary	Provide a math "word of the day" for math classes	Math Department Chair person teachers, administration	Review of common assessments will show increased scores as students learn and apply math vocabulary	common assessments

---

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 #
	During the 2011-2012 school year 13% of our students performed at a proficient level in mathematics
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	11	19	27	35	43	

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:	Our Black students trail our other subgroups when it comes to making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, 29% of our Black students made satisfactory progress in mathematics.	50% of our students will make satisfactory progress in mathematics during the SY 2013 school year.

Problem-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 need professional development training in a variety of reading, science and math strategies that will increase student achievement (Marzano strategies will be used)	Provide Professional Development Trainings to include the modeling and implementation of proven effective strategies in the areas of reading, math, science, and writing.	administrators teachers, dept chairs Professional Development Team	Administration will conduct class visits to determine implementation of strategies Comparison of fall and winter diagnostics scores for improvement; with in each content area, compare initial common assessment to ones written and used after training; reivew assessment for students improved scores and improved questioning on assessments by teachers	iObservation report diagnostics common assessments
	Students need to be	Train all teachers on use	administrators	Each nine weeks	tests, notebooks,

2	trained on how to take notes and use those notes for study purposes	of notes taking , notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	department chairpersons teachers	administrators or coaches or dept chairpersons will review samples of notebooks from each teachers' classes	rubrics/scales
3	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc.	students, teachers, administrators, department chairpersons students	Review of the students' progress charts in classes students progress charts	progress charts
4	Students lack basic math skills	Students in targeted sub groups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in math and the tutoring program. V math will be used as part of the tutoring program. Tutoring programs may include but are not limited to:MIDDLE SCHOOL MATH WITH , ALG I END OF COURSE EXAM, ; Data Chats, Use Pearson Success Books, Problem of the day form focus calendar, 101 Interventions, and other resources from the internet and learning village	Administrators, Tutorial director, teachers	There will be weekly assessments given to students to determine improvement in targeted skill, Diagnostic test	weekly assessments
5	Instructional staff need training and support for school wide strategies - Higher Order Learning Strategies: Interdisciplinary Thematic Units; Rigor and Relevance	utilize Professional Development Team / Department chairs to lead Professional Development activities	Administration, department chairs, professional development team, teachers	Review of lesson plans to ensure the use of school wide strategies in classroom instruction regularly; classroom visits	classroom visit checklist and lesson plan review checklist
6	Classroom instruction and tutorial lack rigor and relevance.	Train all instructional staff to provide rigorous and relevant lessons	Administration; department chairpersons, teachers	Review of LTM trainings and meetings notes and agendas to ensure training occurred. Review of lesson plans to ensure rigor and relevance are in plans, classroom visits to ensure lessons have rigor and relevance	lesson plans, classroom visit checklists
7	Students are not exposed to math and the process of effective problem solving process daily.	Train teachers to use the problem solving plan. Teach problem solving during MIP time and during class daily	dept. chairperson, administration, teachers	Weekly common assessments will be reviewed for increase in student scores. Fall and winter diagnostics will be compared to see an increase in students' scores	common assessments; fall and winter diagnostics
8	Students do not know math vocabulary	Provide a math "word of the day" for math classes	teachers, administration	Review of common assessments will show increased scores as students learn and apply math vocabulary	common assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Not applicable	

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	For many students, there exists a cultural divide that makes the bulk of the material presented in core curricular courses irrelevant and therefore less meaningful to students, particularly our Hispanic and Haitian students	Bridge the cultural divide by delivering instruction in a culturally relevant manner through the use of culturally relevant reading material and incorporating Hispanic and Haitian cultures in instructional delivery to make instruction relevant and meaningful to students	Teachers, department chairs, and ELL resource teachers and ELL contacts	Teacher and student dialogue and feedack,	Student progress reports, report cards, individualized student 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Not applicable	

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of our ESE students lack the sense of empowerment to take ownership of their education. They have been displaced from a comprehensive setting and they're ESE. There is a sense of hopelessness as it relates to academic success	Develop a sense of self efficacy with ESE students as it relates to their academics. Identify academic goals from IEP's and make those goals attainable and relevant to students in their classes.	ESE teachers, Support Facilitation Teachers, Regular Education Teachers, ESE Coordinator, ESE support staff	IEP meetings, reviews, Parent conferences, Academic conferences with ESE students.	Standardized tests and nonstandardized tests, progress reports, report cards
	Teachers feel that they are not provided with the support services needed to properly implement strategies and reinforce	Establish 100% compliance in meeting the required needs of each SWD IEP Plan. Provide as needed the	ESE Contact ESE Administration 504 Contact SBT / RTI Contact Principal	Weekly monitoring of services; Parent Meetings, IEP Meetings, Progress Reports, Reports Cards, etc.	Core K-12 Assessments; Teacher and Administrative Observation /

| 2 | goals of students IEP Plans | required Support Faciliation, Consultation, Speech and Therapy, Family Counseling, and Direct Instruction Services needed for student success. | Area & District ESE Resource Personnel | | iObservation |

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Currently only 35% of our Economically Disadvantaged students are making satisfactory progress in mathematics. We have to increase intensive math offerings and tutorial offerings in math in the afternoons to address this deficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently only 35% of our economically disadvantaged students are making satisfactory progress for SY 2012.	For SY 2013 we expect 50% of our economically disadvantaged students to make satisfactory progress in mathematics.

Problem-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 training in a variety of reading, science and math strategies that will increase student achievement (Marzano strategies will be used)	Provide Professional Development activities during weekly department meetings. Departmental Instructional Leaders will function dually as Learning Team Facilitators to their departments	administrators teachers, dept chairs, departmental instructional leaders	Administration will conduct class visits to determine implementation of strategies Comparison of fall and winter diagnostics scores for improvement; with in each content area, compare initial common assessment to ones written and used after training; reivew assessment for students improved scores and improved questioning on assessments by teachers	I observation report diagnostics common assessments
2	Students do not know how to take notes and use notes for study purposes	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	administrators department chairpersons teachers	Each nine weeks administrators or dept chairpersons will review samples of notebooks from each teachers' classes	tests, notebooks, rubrics/scales
3	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc.	students, teachers, administrators, department chairpersons students	Review of the students' progress charts in classes students progress charts	progress charts

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

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

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # In 2011 14% of the students at crossroads were proficient in math. In 2012 10% of the students at Crossroads were proficient in math. Our current AMO taget for math is 21. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	21	28	36	43	50	

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need professional development training in a variety of reading, science and math strategies that will increase student achievement (Marzano strategies will be used)	Provide Professional Development Trainings to include the modeling and implementation of proven effective strategies in the areas of reading, math, science, and writing.	administrators teachers, dept chairs Professional Development Team	Administration will conduct class visits to determine implementation of strategies Comparison of fall and winter diagnostics scores for improvement; with in each content area, compare initial common assessment to ones written and used after training; reivew assessment for students improved scores and improved questioning on assessments by teachers	iObservation report diagnostics common assessments

2	Students need to be trained on how to take notes and use those notes for study purposes	Train all teachers on use of notes taking , notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	administrators department chairpersons teachers	Each nine weeks administrators or coaches or dept chairpersons will review samples of notebooks from each teachers' classes	tests, notebooks, rubrics/scales
3	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc.	students, teachers, administrators, department chairpersons students	Review of the students' progress charts in classes students progress charts	progress charts

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	There were no ELL students tested during this past years test administration period.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were no ELL students tested during this past years test administration period.	There were no ELL students tested during this past years test administration period.

Problem-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	For many students, there exists a cultural divide that makes the bulk of the material presented in core curricular courses irrelevant and therefore less meaningful to students, particularly our Hispanic and Haitian students	Bridge the cultural divide by delivering instruction in a culturally relevant manner through the use of culturally relevant reading material and incorporating Hispanic and Haitian cultures in instructional delivery to make instruction relevant and meaningful to students	Teachers, department chairs, and ELL resource teachers and ELL contacts	Teacher and student dialogue and feedack,	Student progress reports, report cards, individualized student 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	There were a total of 6 students tested in 2012. Of those 6 students none (0%) proved to be proficient when taking the Algebra I EOC. 100% of the students were not making Satisfactory progress in algebra. Our goal then is to target this group of SWD students and provide the support necessary to ensure that satisfactory progress is made. We have currently reviewed IEP goals and accomodations to ensure that all SWD students in need of Support Facilitation receive that support in Algebra. We have also ensured that all curriculum is directly taught by a certified instructor versus E2020 computer based instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	There were a total of 6 students tested in 2012. Of those 6 students none (0%) proved to be proficient when taking the Algebra I EOC. 100% of the students were not making Satisfactory progress in algebra.	During the 2013 school year we expect to have at least 20% or our SWD students making satisfactory progress on the Algebra EOC .

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of our ESE students lack the sense of empowerment to take ownership of their education. They have been displaced from a comprehensive setting and they're ESE. There is a sense of hopelessness as it relates to academic success	Develop a sense of self efficacy with ESE students as it relates to their academics. Identify academic goals from IEP's and make those goals attainable and relevant to students in their classes.	ESE teachers, Support Facilitation Teachers, Regular Education Teachers, ESE Coordinator, ESE support staff	IEP meetings, reviews, Parent conferences, Academic conferences with ESE students.	Standardized tests and nonstandardized tests, progress reports, report cards
2	Teachers feel that they are not provided with the support services needed to properly implement strategies and reinforce goals of students IEP Plans	Establish 100% compliance in meeting the required needs of each SWD IEP Plan. Provide as needed the required Support Faciliation, Consultation, Speech and Therapy, Family Counseling, and Direct Instruction Services needed for student success.	ESE Contact ESE Administration 504 Contact SBT / RTI Contact Principal Area & District ESE Resource Personnel	Weekly monitoring of services; Parent Meetings, IEP Meetings, Progress Reports, Reports Cards, etc.	Core K-12 Assessments; Teacher and Administrative Observation / iObservation

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	More than 90% of our student population is economically disadvantaged. Therefore, we have to focus our attention on all students taking the Algebra I EOC and provide direct instruction by certified teachers. We've strategically placed are most effective math teacher in Algebra to ensure that students are receiving the best instruction possible.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 0% are proficient. 100% are not making satisfactory progress in algebra. There were 20 students tested this past school year. This is a decrease from the year prior in 2011 when 29% of our students scored at a proficient level and only 71% were deemed not making satisfactory progress.	Our goal for the 2013 school year is to have at the very least 5% of our Economically disadvantaged students making satisfactory progress in Algebra.

Problem-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 training in a variety of reading, science and math strategies that will increase student achievement (Marzano strategies will be used)	Provide Professional Development activities during weekly department meetings. Departmental Instructional Leaders will function dually as Learning Team Facilitators to their departments	administrators teachers, dept chairs, departmental instructional leaders	Administration will conduct class visits to determine implementation of strategies Comparison of fall and winter diagnostics scores for improvement; with in each content area, compare initial common assessment to ones written and used after training; reivew assessment for students improved scores and	I observation report diagnostics common assessments

				improved questioning on assessments by teachers	
2	Students do not know how to take notes and use notes for study purposes	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	administrators department chairpersons teachers	Each nine weeks administrators or dept chairpersons will review samples of notebooks from each teachers' classes	tests, notebooks, rubrics/scales
3	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc.	students, teachers, administrators, department chairpersons students	Review of the students' progress charts in classes students progress charts	progress charts

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:	No data available
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	No data available

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with note taking and with implementing the use of notes in class in order to achieve academic success.	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	teachers administrators department chairpersons	Each nine weeks administratorsor coaches or dept chairpersons will review samples of notebooks from each teachers' classes	review of tests, notebooks, rubrics/scales
2	During the SY 2012 2013 School year Crossroads Academy lost all instructional coaches in its budget. We no longer have a Learning Team Facilitator or a Reading Coach.	Department Chairs will serve on the Professional Development Team and provide professional development activities to all teachers during weekly departmental meetings and on LTM/PDD Days which are held monthly in the district.	administrators Department Chairs/ Professional Development Team Leaders	Administration will conduct walkthrus to determine implementation of strategies and solicit feedback from teachers in regularly sheduled departmental meetings	Iobservation report Departmental meeting agendas and minutes
	Students are not fully	Teachers will provide 2	students,	Review of the students'	students progress

3	aware of how to track their progress in a class	mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc. Teachers will also post data walls by student number and use visual displays to chart student progress	teachers, administrators, department chairpersons	progress charts in classes

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:	No data available
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	No data available

<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	Many students scoring at or above achievement level 4 feel as though they've mastered FCAT 2.0 objectives and fail to take the test seriously. They feel they know all that they need to know. However, we know that if tested skills are not continuously reinforced students lose their efficiency in those areas.	Through the use of the Rotational Instrucional Model "RIM", which is being implemented school wide this year and block scheduling with 100 minute blocks teachers are providing enrichment activities to students to reinforce skills. They are also using FCIM calendars to identify primary and secondary benchmarks to cover based on student achievement throughout the course of the year	Administrators, Departmental Instructional leaders, Teachers, students	Conduct mini assessments through Core K12, Diagnostic Assessments, SRI and other district and state standardized assessments as well as teacher made tests.	FCAT 2.0, EOC's etc.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	No Data Available

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	No Data Available	No Data Available

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with note taking and with implementing the use of notes in class in order to achieve academic success.	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	teachers administrators department chairpersons	Each nine weeks administratorsor coaches or dept chairpersons will review samples of notebooks from each teachers' classes	review of tests, notebooks, rubrics/scales
2	During the SY 2012 2013 School year Crossroads Academy lost all instructional coaches in its budget. We no longer have a Learning Team Facilitator or a Reading Coach.	Department Chairs will serve on the Professional Development Team and provide professional development activities to all teachers during weekly departmental meetings and on LTM/PDD Days which are held monthly in the district.	administrators Department Chairs/ Professional Development Team Leaders	Administration will conduct walkthrus to determine implementation of strategies and solicit feedback from teachers in regularly sheduled departmental meetings	Iobservation report Departmental meeting agendas and minutes
3	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc. Teachers will also post data walls by student number and use visual displays to chart student progress	students, teachers, administrators, department chairpersons	Review of the students' progress charts in classes	students progress

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:	No Data Available
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available	No Data Available

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

| 1 | Many students scoring at or above achievement level 4 feel as though they've mastered FCAT 2.0 objectives and fail to take the test seriously. They feel they know all that they need to know. However, we know that if tested skills are not continuously reinforced students lose their efficiency in those areas. | Through the use of the Rotational Instrucional Model "RIM", which is being implemented school wide this year and block scheduling with 100 minute blocks teachers are providing enrichment activities to students to reinforce skills. They are also using FCIM calendars to identify primary and secondary benchmarks to cover based on student achievement throughout the course of the year | Administrators, Departmental Instructional leaders, Teachers, students | Conduct mini assessments through Core K12, Diagnostic Assessments, SRI and other district and state standardized assessments as well as teacher made tests. | FCAT 2.0, EOC's etc. |

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
Increase the percentage of students scoring at a proficient level on the Algebra I EOC	Grades 9-12	Math Department Chair and district area level resource teachers	Algebra teacher	Weekly during departmental and professional development meetings and monthly during LTM/PDD meetings	Weekly Core K12 assessments; Classroom walkthroughs, teacher observation and teacher feedback	Math department chair, administrators
Increase the percentage of students with disabilities and economically disadvantaged students scoring proficient on the Algebra I EOC	9-12	Math Department Chair and district area level resource teachers	Algebra teachers and math departmental teachers	weekly during departmental and professional development meetings and monthly during LTM and PDD mtgs.	Weekly Core K12 assessments, Classroom walkthroughs, teacher observation and teacher feedback	Math department chair and administrators

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
In-State Professional			

Development Trainings and conferences for Department Chairs so that they can professionally develop members of their departments	registration fees, hotel fees, travel / mileage	Title I	$300.00
			Subtotal: $300.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher modeling of best instructional practices and strategies	Classroom supplies to include: Copying paper, dry erase markers, flip charts, flip chart stands, markers, student journals, pencils, pens,etc.	Title I	$1,000.00
After school tutorials	Teachers and support staff and benefits	Title I	$2,500.00
			Subtotal: $3,500.00
			Grand Total: $3,800.00

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, 3% of 8th grade students demonstrated proficiency in Science on the FY12 FCAT Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Our students tested on FY12 FCAT Science and 3% scored a level 3 or above.	Eight percent of all eighth grade students will score a level 3 or above on the FY13 FCAT Science test. Our students will use the Before, after and saturday tutorial.

Problem-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 need improved science skills and are not responding to traditional instruction	Teachers will be provided training in RtI strategies; provide extended day learning opportunities for non proficient students	Students in targeted groups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in science and the tutoring program. Teachers will be trained on RtI process and strategies to help ensure students success	Administrators, tutorial director, teachers, RTI facilitator Assessments will be given weekly to determine students' progress toward expected goals.	Assessments
2	Student Attendance	Phone calls home Letters home to the parent; Home visits	Family Counselor Administration	Monitoring teacher phone logs, Parent Conferences	Attendance Records

	and parent trainings.	

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	During the 2012 SY 0% of our students scored at a proficient level in science. We certainly need to provide professional development in this are and also implement mini assessments in the form of the FCAT science test to ensure that students are better prepared for the science portion of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2012 SY 0% of our students scored at a level 4 in science.	During the 2013 SY we expect to have 5% our students taking the science portion of the FCAT scoring at a achievement level 4.

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement	

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

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable
Problem-Solving Process to Increase Student Achievement	

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

	No Data Submitted

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	No data currently available
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data currently available	This school year we expect at least 50% of our students enrolled in our biology courses to score at achievement level 3 in Biology.

Problem-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 struggle with note taking and with implementing the use of notes in class in order to achieve academic success.	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	teachers administrators department chairpersons	Each nine weeks administratorsor coaches or dept chairpersons will review samples of notebooks from each teachers' classes	review of tests, notebooks, rubrics/scales
2	During the SY 2012 2013 School year Crossroads Academy lost all instructional coaches in its budget. We no longer have a Learning Team Facilitator or a Reading Coach.	Department Chairs will serve on the Professional Development Team and provide professional development activities to all teachers during weekly departmental meetings and on LTM/PDD Days which are held monthly in the district.	administrators Department Chairs/ Professional Development Team Leaders	Administration will conduct walkthrus to determine implementation of strategies and solicit feedback from teachers in regularly sheduled departmental meetings	Iobservation report Departmental meeting agendas and minutes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	No data currently available
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data currently available	No data currently available

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of the students feel that because they are scoring above proficiency, they can merely coast and don't see the need to stretch themselves academically.	Implement extension and enrichment activities in these student's classes to extend their knowledge.	Classroom teachers and department chairs	diagnostic tests, SRI, FCAT, EOC's and extension / enrichment activity	Disaggregation of data, student portfolios, rubrics, teacher feedback

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase the percentage of students scoring at a proficient level on the FCAT science test. We currently have 0% of students scoring at proficiency.	Grades 6-12	Science Department chair and professional development team	Department chair, science teachers Grades 6-12	Weekly professional development and departmental meetings and montly LTM/PDD meetings	Weekly meetings with science teachers and department chairs	Science department chair, science teachers, administrators

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
Provide professional development activities in the form of conferences and workshops to increase the percentage of students scoring at a proficient level on the science fcat	professional science conferences and workshops; registration fees, travel expenses, substitutes etc.	Title I	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Model labs and provide students with more hands on	Lab supplies: copy paper, pens, pencils, markers, construction	Title I	$200.00

manipulatives and activities	paper,		
After school tutorials and pull outs	teachers, support staff, and benefits	Title I	$2,500.00
		Subtotal: $2,700.00	
		Grand Total: $3,000.00	

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:	87% or our eighth and 10th graders scored a 3 or above on the FCAT Writes for FY12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% or our eighth graders scored a 3 or above on the FCAT Writes for FY12.	We expect to have 100% of our students who are tested in writing to score a 3.5 level in writing (3.5 or higher).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Writing practice is not supported enough across the curriculum.	Train faculty in the various types of writing within the content areas(including rubric use) This includes but is not limited to essays, research, note taking etc.	department chairpersons, administration,	After training, teachers and administration will review writing assignments of students to check for an increase in scores according to the writing rubric	rubrics, students' writing, notes
2	There is not enough modeling and descriptive feedback when teaching the writing process.	Train teachers how to effectively provide descriptive feedback for writing. Review teacher focus calendar to ensure student's nedds are met, and to increase writing scores.	department chairs, teachers, administration,	School personnel will review writing assignments and see an increase in descriptive feedback	students' writing
3	More Parental Involvement with the writing	Phone calls home to perents. Home visits to parents. Community involvement and awareness	Teacher phone logs, Administration	School personel will review the tutorial attendance of students during and after school.	Student's writing

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
Providing Professional development on the writing process, the five paragraph formula and the FCAT writing rubric	Grades 6-12	Language Arts Department Chair, District Area Writing specialists and professional development team	all teachers	montly during Palm beach writes administration and during LTM / PDD meetings as well as weekly during DIL meetings and Departmental meetings	Weekly feedback from teachers, classroom observations,Palm beach writes scores; scores in EDW	Administrators and Language Arts Department chair

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
Provide students with opportunites to publish their writing pieces.	Print cartridges for classroom printers	Title I	$2,000.00
			Subtotal: $2,000.00
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
Provide teachers opportunities for handson activities with students in the classroom.	Classroom supplies	Title I	$186.00
			Subtotal: $186.00
			Grand Total: $2,186.00

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	No Data Available
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available	No Data Available

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with note taking and with implementing the use of notes in class in order to achieve academic success.	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	teachers administrators department chairpersons	Each nine weeks administratorsor coaches or dept chairpersons will review samples of notebooks from each teachers' classes	review of tests, notebooks, rubrics/scales
2	During the SY 2012 2013 School year Crossroads Academy lost all instructional coaches in its budget. We no longer have a Learning Team Facilitator or a Reading Coach.	Department Chairs will serve on the Professional Development Team and provide professional development activities to all teachers during weekly departmental meetings and on LTM/PDD Days which are held monthly in the district.	administrators Department Chairs/ Professional Development Team Leaders	Administration will conduct walkthrus to determine implementation of strategies and solicit feedback from teachers in regularly sheduled departmental meetings	Iobservation report Departmental meeting agendas and minutes
3	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc. Teachers will also post data walls by student number and use visual displays to chart student progress	students, teachers, administrators, department chairpersons	Review of the students' progress charts in classes	students progress

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:	No Data Available

2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available	No Data Available

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Provide classroom supplies for students to assist teachers with the implementation of class projects	Classroom supplies in the form of copy paper, pencils, construction paper, pens, pencils etc.	Title I	$300.00
After school tutoring	Teachers, support staff, and benefits	Title I	$1,250.00

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

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

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

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with note taking and with implementing the use of notes in class in order to achieve academic success.	Train all teachers on use of notes, notebooks and how to implement them in the classroom. Train all students how to take notes and use notes for study purposes	teachers administrators department chairpersons	Each nine weeks administratorsor coaches or dept chairpersons will review samples of notebooks from each teachers' classes	review of tests, notebooks, rubrics/scales
2	During the SY 2012 2013 School year Crossroads Academy lost all instructional coaches in its budget. We no longer have a Learning Team Facilitator or a Reading Coach.	Department Chairs will serve on the Professional Development Team and provide professional development activities to all teachers during weekly departmental meetings and on LTM/PDD Days which are held monthly in the district.	administrators Department Chairs/ Professional Development Team Leaders	Administration will conduct walkthrus to determine implementation of strategies and solicit feedback from teachers in regularly sheduled departmental meetings	Iobservation report Departmental meeting agendas and minutes
3	Students are not fully aware of how to track their progress in a class	Teachers will provide 2 mini-assessments per week that will allow students to track their progress. Mini assessments will be common within each subject area. Mini assessments could include but are not limited to pre/post tests, exit slips, etc. Teachers will also post data walls by student number and use visual displays to chart student progress	students, teachers, administrators, department chairpersons	Review of the students' progress charts in classes	students progress

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

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

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

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

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

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

U.S. History Budget:

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

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:	Our goal for the SY 2012 - 2013 school year is to decrease the number of students with tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for FY12 was 94%	The expected attendance rate for FY13 is 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
there is 1 student with 10 or more absences during the FY12 school year	There will be 5 students with 10 or more absences during the FY12 school year
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
There are 0 students with 10 or more class period tardies	There will be 10 students with 10 or more class period tardies

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of contact information for parents.	Schedule home visits by school staff to all students whose parents do not attend scheduled parent conferences related to attendance and academic success.	Administration Guidance Parent Liaison	When a parent does not attend a scheduled truancy meeting and cannot be reached via phone, staff members will make a home visit and offer community resources packet to parents	Students' attendance record following visit by staff
2	Students are being suspended in excess	Implement alternative disciplinary measures for student referrals including administrative detentions, saturday school, etc. Implement preventative measures before student referrals are generated. Schedule individual and small group counseling with Guidance Counselors and outside resources.	Administration Guidance	Review TERMS data, SAASSY data and SBT information for a decrease in out of school suspensions	Gold Report SAASSY reports
	Instructional staff does not keep accurate records.	Gradequick attendance training for instructional staff.	Administration attendance clerk Gradequick/EDLINE	Administrations will review attendance discrepancy report	Attendance discrepancy reports;

3		Teachers will keep a paper copy of their attendance for each nine weeks throughout the school year.	administrator	weekly; teachers will provide paper attendance at request of administration for review	attendance
4	Students do not receive any rewards/incentives for perfect attendance.	Reward students for perfect attendance during Honor Roll ceremonies.	Administration Team Leaders	Review attendance reports for a decrease in absences each 9 weeks	Mainframe EXCEL documents
5	Parents are not aware of middle grades attendance policies.	Utilize mass media including school website, newsletters,one voice, etc. to inform parents. Plan informative parent meetings	Administration Guidance Program Coordinators	After mass media communication is complete, compare attendance records from before communication and after communication	VIPS log Mainframe
6	There is a lack of contact information for parents.	Schedule home visits by school staff to all students whose parents do not attend scheduled parent conferences related to attendance and academic success	Administration Guidance Parent Liaison	When a parent does not attend a scheduled truancy meeting and cannot be reached via phone, staff members will make a home visit and offer community resources packet to parents	Students' attendance record following visit by staff

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

Home visits	Provide reimbursement to staff for travel to and from students homes	Title I	$500.00
		Subtotal:	$500.00
		Grand Total:	**$500.00**

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Over the course of the FY12 school year, there were 179 students enrolled at Crossroads Academy. Students were suspended for various infractions of the conduct code.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were 93 in school suspensions during the FY2012 school year.	The number of in school suspensions will be decreased by 3% for FY11 as indicated in the TERMS programs. There will be 89 in school suspensions for the FY13 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 5 in school suspensions during the FY2012 school year.	The number of in school suspensions will be decreased by 3% for FY13 as indicated in the TERMS programs. There will be 89 in school suspensions for the FY13 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 146 out of school suspensions during the FY12 school year.	There will be a 3% decrease in the number of out of school suspension for the FY11 school year. There will be 141 out of school suspensions for the FY11 school year
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were 9 out of school suspensions during the FY2012 school year.	There will be a 3% decrease in the number of out of school suspension for the FY13 school year. There will be 139 out of school suspensions for the FY11 school year

Problem-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	Funding for Saturday School	Administrators will run Saturday School one Saturday each month.	Administrators	There will be a quarterly review of the suspension data to determine if Saturday School decreases suspensions	SAASSY data
2	Teachers new to the profession lack classroom management skills	TIPS training	Administrators	Administrators will review teachers' interventions prior to referrals and review of referrals. Administration will review classroom discipline plan	referrals, discipline plan
3	alternatives to suspension are seldom used.	Use of SBT to determine other interventions for	Administration; guidance	Review referrals to SBT to determine there is a decrease in	SBT referrals

		students other than referral		misbehaviors	
4	Faculty and Staff need training on when to write a referral and how to write a referral.	Provide training for faculty on interventions prior to referral writing and how to write a referral	Administration	Review referrals quarterly to determine if training led to decrease in referrals	referrals and TERMS reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
Implementation of SWPBS School wide positive behavior support	Schoolwide supplies: posters, construction paper, laminating paper,	Title I	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $2,000.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention	
Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Dropout Prevention Budget:

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

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

Other

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Crossroads Academy will get more parental involvement with the school by 20% in the FY13.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Crossroads Academy's parental involvement is approximately 5% in the FY12.	Crossroads Academy will get more parental involvement with the school by 20% in the FY13.

Problem-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 transportation	Parent Liason will make home visits,place phone calls home; parent trainings	Family Counselor ,Administration,Guidance	SAC sign in sheets, Parent Conference logs.	Student Progress.
2	The school does not have verifiable contact information for all students. Therefore when teachers have concerns, they are unable to contact parents.	Require all students to update the Student Registration form one or more times per year. Utilize parent link for this as needed. Revise the student early release to include current address and phone number. Have school personnel visit homes of students whose parents do not attend scheduled parent conferences and are unavailable via phone	Administration Data Processor Counselors,	Decrease in the percentage of parents not being reached by the One Voice and bulk mailings	Parent Link Bulk mailings Attendance sheets for parent sign-on.
3	Teachers are not properly trained to utilize EDLINE and GQ effectively.	Provide training to teachers via training videos with assistance if needed by SITSA. Teachers must be able to	Provide training to teachers via training videos with assistance if needed by SITSA. Teachers must be able to be accessed via edline	Monthly review of GQ grades and edline screens to ensure info is up to date	Report Cards Parental Survey

#					
		be accessed via edline			Edline/GQ checklist
4	Crossroads Academy does not host enough activities geared toward family and community involvement.	Plan and implement at least 3 schoolwide activities geared towards family involvement, ie., report card pick up night training on how to help your child be successful in school. Provide child care and light refreshments for parents attending trainings.	Business partners will be invited to attend the trainings to ensure parents are aware of the partnerships.	SAC Chair will coordinate events and work with parents	Administration

Review of sign in sheets will show an increase in parent involvement in meetings Attendance Sheets |
| 5 | Parents are unaware of how to become more involved in the design of the schoolwide program. Parents need timely information | Create a parent resource center on campus that is accessible to parents daily | Communicate with parents through school newsletter and pamphlets. Mail home letters as needed. | Administration The administration will review sign in sheets for the parent resource center. An increase in the number of parents using the resource center will be seen as parents become more familiar with the area. | Parent resource center use log |
| 6 | Parents are unaware of opportunities to volunteer. | Have a SAC Chair work with parents and community members who wish to work with teachers/students/clerical personnel. These volunteers will assist with a variety of duties including but not limited to making copies, answering phones, helping in the cafeteria, checking out books, etc. Parents will also have opportunities to have input in the writing of the Parent, Student, School Compact, and the Parent Involvement Policy Plan. Drafts of these documents are provided to parents during SAC or sent home by students soliciting input from parents. After parental input has been made the school finalizes are documents. This helps to make parent equal stake holders in the learning process and educational plans of their students. | SAC Chair person | SAC chair person will review the VIPS log monthly to determine if volunteers are coming to school and assisting. A survey will be conducted at end of school year to determine effectiveness of program. | survey |

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

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

				Target Dates		

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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Provide professional development opportunities for all staff during an 8 hour PDD on Parental Involvement	Teachers grades 6-12; All subject areas	Professional development team; department chairs, and Administration	Admin, teachers, department chairs, counselors, and support staff to include BIAs and clerical	During the first semester November 6, 2012.	Parent Conference Notes, Reflection session with teachers, feedback from parents through Title I Survey's and SEQs	Administration and Departmental Instructional Leaders.

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
Parent trainings to assist parents with assisting their children in the areas of reading, writing, mathematics, science, social studies etc.	Family Counselor to provide monthly parent trainings and supplies in the form of note books, journals, food, etc.	Title I	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Newsletter	Supplies to produce the newsletter such as print cartridges, copy paper, postage to mail newsletters home to parents	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $3,000.00

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

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)

No Additional Goal was submitted for this school

FINAL BUDGET

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

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

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Integration of technology through the use of the READ 180, EDGE and Reading Plus to support Reading initiatives and goals at school.	Headphones with microphones	Title I	$200.00
Writing	Provide students with opportunites to publish their writing pieces.	Print cartridges for classroom printers	Title I	$2,000.00
				Subtotal: $2,200.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	In-state reading conferences for the purposes of professionally developing Reading Department Chair and members: 29th Annual Florida Literacy Conference in Captiva, Florida. May 8-10, 2012.	Registration fees, hotel fees, meals,	Title I	$500.00
Reading	Collegial Planning and Peer Teaching	Substitute teachers	Title I	$2,000.00
Mathematics	In-State Professional Development Trainings and conferences for Department Chairs so that they can professionally develop members of their departments	registration fees, hotel fees, travel / mileage	Title I	$300.00
Science	Provide professional development activities in the form of conferences and workshops to increase the percentage of students scoring at a proficient level on the science fcat	professional science conferences and workshops; registration fees, travel expenses, substitutes etc.	Title I	$300.00
Parent Involvement	Parent trainings to assist parents with assisting their children in the areas of reading, writing, mathematics, science, social studies etc.	Family Counselor to provide monthly parent trainings and supplies in the form of note books, journals, food, etc.	Title I	$2,000.00
				Subtotal: $5,100.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher modeling of instructional Strategies	1. Flip Charts 2. Flip chart stands 3. posters, construction paper, markers, colored pencils, copy paper, student journals, clip boards, cassette players, dvd players and additional classroom supplies to support reading	Title I	$3,250.00

		instruction		
Reading	After school tutorials for Reading	Tutorials staff to include teachers and support Staff and benefits	Title I	$2,500.00
Reading	Provide teachers with continuous feedback through the use of observations, both peer and admin. using the Marzano software and evaluation system.	IPad (Regular or Mini); Ipad Protective carrying cases, IPad Key Board	Title I	$1,000.00
CELLA	Provide students with culturally relevant and culturally sensitive material	Classroom librairies to include culturally relevant reading material	Title I	$200.00
Mathematics	Teacher modeling of best instructional practices and strategies	Classroom supplies to include: Copying paper, dry erase markers, flip charts, flip chart stands, markers, student journals, pencils, pens,etc.	Title I	$1,000.00
Mathematics	After school tutorials	Teachers and support staff and benefits	Title I	$2,500.00
Science	Model labs and provide students with more hands on manipulatives and activities	Lab supplies: copy paper, pens, pencils, markers, construction paper,	Title I	$200.00
Science	After school tutorials and pull outs	teachers, support staff, and benefits	Title I	$2,500.00
Writing	Provide teachers opportunities for handson activities with students in the classroom.	Classroom supplies	Title I	$186.00
Civics	Provide classroom supplies for students to assist teachers with the implementation of class projects	Classroom supplies in the form of copy paper, pencils, construction paper, pens, pencils etc.	Title I	$300.00
Civics	After school tutoring	Teachers, support staff, and benefits	Title I	$1,250.00
Attendance	Home visits	Provide reimbursement to staff for travel to and from students homes	Title I	$500.00
Suspension	Implementation of SWPBS School wide positive behavior support	Schoolwide supplies: posters, construction paper, laminating paper,	Title I	$2,000.00
Parent Involvement	Parent Newsletter	Supplies to produce the newsletter such as print cartridges, copy paper, postage to mail newsletters home to parents	Title I	$1,000.00
				Subtotal: $18,386.00
				Grand Total: $25,686.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʃⁿ Priority	ʃⁿ Focus	ʃⁿ Prevent	ʃⁿ NA

Are you a reward school: ʃⁿ Yes ʃⁿ No

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

No Attachment (Uploaded on 1/25/2013)

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.

 No. Disagree with the above statement.

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

We are currently actively seeking additional business partners and parents to join our SAC. Due to inclement weather our first SAC meeting was cancelled.

Projected use of SAC Funds	Amount
We plan to use $1,929 of SAC fund to purchase and ID machine so that all students can be easily identified as Crossroads Academy students. This is a major safety concerns.	$1,929.00

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

Adopt By laws, purchase ID badge machine to ensure that all students have ID badges. This will increase safety on campus and ensure that all students on campus are Crossroads Academy students. We will also work with the family counselor to provide monthly parents trainings to parents to assist parents in better assisting their children at home.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found