

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: INDIAN RIDGE SCHOOL

District Name: Palm Beach

Principal: Ed Tierney

SAC Chair: Brian Alex

Superintendent: Mr. E. Wayne Gent

Date of School Board Approval: January 2013

Last Modified on: 10/25/2012

Gerard Robinson, Commissioner
Florida Department of Education
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Tallahassee, Florida 32399

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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| 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 | Ed Tierney | Bachelor of Arts Politics Masters of Education Educational Leadership Certification Educational Leadership (All levels): Exceptional Student Education; Social Science (Middle) | 2 | 6 | Principal of Indian Ridge School 2011-2012 Students Achieving Proficiency (Reading) 50% Number of Gains 15 Students Achieving Proficiency (Reading FAA) 96% Assistant Principal of Boynton Beach High School from 2007-2011: 2011 Grade: TBD Reading High Standards 28%-Learning Gains -42% - Lowest 25%-48% AYP 72% Math-High Standards 60% Learning Gains 70% Lowest 25% 61% AYP 72% 2010 Grade: B Reading High Standards 25% - Learning Gains 37% - Lowest 25%-37% Math-High Standards 56% - Learning Gains - 67% - Lowest 25% - 70% AYP 72% 2009 Grade: C Reading High Standards 22% Math High Standards 55% AYP 85% 2008 Grade - D Reading High Standards - 20% Math High Standards - 49% AYP 64% CIT for Indian Ridge School 2007 AYP 97% |
| | | | | | Assistant Principal Indian Ridge School |

| | | | | | |
|-----------------|------------------|--|---|---|--|
| Assis Principal | Guy Lanza-Marino | Bachelor of Science in Emotional Disturbances/Learning Disabilities Master of Science in Emotional Disturbances/Learning Disabilities Certification Educational Leadership (All Levels); English 6-12; ESOL endorsement; Varying Exceptionalities K-12 | 2 | 6 | Students Achieving Proficiency (Reading) 50% Number of Gains 15 Students Achieving Proficiency (Reading FAA) 96% 2010-2011: AYP 82%. During 2008-2010, Assistant Principal of JFK Middle Magnet School in 2009-2010 – Grade 'C'; 39% proficiency in reading; 41% proficiency in math; 93% meet criteria in writing; 25% proficiency in science; 55% of students made reading gains; 63% of students made math gains; 66% of lowest 25% made gains in reading; 67% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met. During 2005-2007, AP at multiple Alternative Education Sites and did not make AYP. |
|-----------------|------------------|--|---|---|--|

INSTRUCTIONAL COACHES

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

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|--------------|-----------------|---|------------------------------|--------------------------------------|---|
| Reading | Carmen Martinez | N/ABA EH K-12 Reading Endorsement ESOL Endorsement | 10 | 1 | Students Achieving Proficiency (Reading) 50% Number of Gains 15 Students Achieving Proficiency (Reading FAA) 96% |
| | | | | | |

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 | Meet monthly with new teachers | Principal | May, 2013 | |
| 2 | Pair new teacher with teacher mentor | Principal/AP | Fall, 2012 | |
| 3 | Work closely on ESP | AP | August, 2012 - May 2013 | |
| 4 | Provide training during PDD | PDD committee; Principal | May, 2013 | |
| 5 | Attend LTM | LTF | May, 2013 | |
| 6 | Weekly Common Planning Sessions | LTF | May, 2013 | |
| 7 | LTMs and PDDs to discuss Marzano's Art and Science of Teaching. | Principal | May, 2013 | |

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 |
| 7 (15%) of the instructional staff is teaching out of field. | Teachers are preparing for their Subject Area Exams. Additionally, we have created a Masterboard Team that is tasked with increasing the effectiveness of our scheduling. This includes lowering class size, offering courses throughout the day so there is flexibility in the schedule as well as ensuring that we are asking teachers to teach classes for which they are 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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 46 | 2.2%(1) | 21.7%(10) | 34.8%(16) | 39.1%(18) | 52.2%(24) | 87.0%(40) | 10.9%(5) | 0.0%(0) | 15.2%(7) |

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 |
|--------------|-----------------|--|--|
| Karen Markus | Minerva Viton | Mrs. Markus is an experienced family counselor with extensive experience working at a school site. | Planned group therapy visits; weekly meetings with mentor and AP |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A funds are used to support family involvement and professional development initiatives. Refreshments and supplies are purchased to support our comprehensive family involvement plan. Tutorial funds are used to purchase manipulatives, white boards, classroom libraries and other supplies designed to increase student achievement.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Professional development provided by the District curriculum departments is funded with Title II funds. Learning Team Facilitator are provided by Title II.

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

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

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Work in coordination with Gulfstream Goodwill Industries and Palm Beach Habilitation Center to offer job training to high school students.

Other

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

School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

Indian Ridge School does not have a School-Based RTI Leadership Team; however, we do have a Leadership Team that meets weekly. The team assists the Principal in setting school goals. All of the students at Indian Ridge are identified as ESE students with their primary disability being EB/D.

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

The Leadership Team meets weekly under the direction of the Principal to ensure consistent school improvement, share information and continuously Plan, Do, Check and Act using the FCIM.

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?

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.

Describe the plan to train staff on MTSS.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Edward Tierney, Principal
Marian Mogul, High School
Danielle Gorostiaga, Media Specialist
Carmen Martinez, Reading Teacher
Laura Stemle, Middle School
Karen Markus, Therapist
Lisa Alexander, Middle School
Audrey Petrillo, High School
Cathy Cook, Elementary School
Louise Villao, Middle School
Denise Steinick, Elementary School
Jill Williams, Speech Pathologist
Danny Baksh, Elementary School

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

LLT meets monthly to determine the needs of the school. LLT plans activities and projects that will be initiated throughout the school year.

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

Review progress of LLT initiatives from last year. Develop initiatives based on school data.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Indian Ridge incorporates reading throughout the curriculum. Each teacher has the responsibility to ensure that reading strategies are included in their instructional plans. Teacher lesson plans are reviewed monthly to ensure that reading is included in all plans. Indian Ridge hired another Reading Teacher to decrease the size of the reading classes and lower the teacher to student ratio. Literacy strategies, et al., will be incorporated throughout all content areas and a focus in all curriculum based meetings.

*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?

Indian Ridge School has both standard and special diploma graduates. Mr. Paul O'Connor is the Transition Liaison. His role is to support teachers who work directly with students to ensure a smooth transition to either college or to vocational training. Due to the small size of Indian Ridge's staff, we are not able to offer a full spectrum of courses or more advanced coursework to our high school students.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

We do offer a small selection of elective courses in culinary, industrial arts, TV production and computers to all students starting in elementary school.

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](#)

n/a

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: | Students scoring Level 3 on the Spring, 2012 FCAT will maintain or increase their level on the 2013 FCAT 2.0. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 32% (9) of students tested scored a level 3 in reading. | 37% will score level 3 or above on the FCAT 2.0 Reading for 2012. |

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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |
| 2 | Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT | The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis. | Administration/LTF | Professional Development on Understanding By Design | LTM Classroom Walkthroughs Common Planning Evaluations |
| 3 | Mental Health Issues. | On call therapy; group/individual therapy; IEP accommodations | Student Advocate; Therapists; ESE Contact | Fall/Winter Diagnostics; Biology Diagnostics | Fall/Winter Diagnostics; Biology Diagnostics |
| 4 | Poor fluency rate contributes to a lack of understanding of the material. | Reading Plus will train students' eyes to track quickly across text - increasing fluency and therefore comprehension. | Principal; Reading Coach; Reading Teachers | Winter Diagnostics; internal summative assessments. | Winter Diagnostics; internal summative assessments. |
| 5 | Students struggle with making connections to unfamiliar text. | CRISS strategies will assist students with making connections to text which will activate prior knowledge and increase understanding. | Principal | Classroom walkthroughs, conversations with students, Winter Diagnostic Tests. | Winter Diagnostics; internal summative assessments. |
| 6 | Students need a deep understanding of all reading tested benchmarks in order to succeed on the FCAT. Additionally, they need the stamina that will allow them to work hard for the entire testing session. | We have written Knowledge Checks that will be given after each benchmark is presented. This will give us immediate feedback regarding the depth of student understanding. Students who master the benchmark will move on. Student who partially master the benchmark will receive an additional small group with the teacher. Student who do | Principal, Reading Coach, Reading teachers | Knowledge Checks, 9 week and semester exams and diagnostic tests. | Knowledge Checks, 9 week and semester exams and diagnostic tests. |

| | | | |
|--|--|--|--|
| | not understand the benchmark at all will be retaught. Additionally, the 9 week and semester exams will be long enough that students will be required to gain reading stamina throughout the school year. | | |
|--|--|--|--|

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: | We will have an increase in students scoring a 4, 5, and 6 in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 11% (3) students scored a 4, 5, and 6 in reading. | 21% (5) will score a 4, 5, and 6 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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |

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

| | |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a: | Students scoring Level 4 and higher on FCAT will maintain or increase their scores. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 18% (3) of students participating in FCAT scored Level 4 and 5. | Students scoring Level 4 and higher on FCAT Reading will maintain or increase their levels. |

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 | Mental Health Issues Interfere with students' ability to excel in the classroom. | Therapeutic environment is prevalent throughout the school day. On Call therapist is always available; individual and group therapy | Student Advocate; Therapists | Performance on Diagnostic Tests, formative and summative assessments and FCAT | Diagnostic Tests; Formative and Summative Assessments; FCAT |
| 2 | Mental Health Issues interfere with success | Availability of On Call therapist; individual and group therapy | Student Advocate; Therapist | Performance on Diagnostics and FCAT | Diagnostics; FCAT |

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: | The number of students scoring a level 7 in reading will increase or remain the same. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 85% (23) of students participating in FCAT scored Level 7. | 90% (24) of students participating the FCAT will score a level 7. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|-----------------------------------|
| 1 | Students struggle with higher order thinking questions. this impedes their ability to score at or above proficiency on the FCAT. | The Backward Design Model will be used in Reading Classes. this will require teachers to incorporate higher order thinking questions into their lesson plans on a day to day basis. | Administration/Reading Coach | Professional Development on Understanding by Design | Walkthroughs and Common Planning. |

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: | We will see an increase in the number of students making a learning gain this year. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 15 students made a learning gain this year. This is a 50% improvement over the previous year. | 16 students will make a learning gain. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|---|
| 1 | Mental Health Issues interfere with student success. | Availability of On Call Therapist; | Student Advocate; ESE Contact; Therapists | Diagnostic Tests; Formative and Summative assessments; FCAT | Diagnostic Tests; Formative and Summative assessments; FCAT |
| 2 | Mental Health Issues | Availability of On Call Therapist; Individual/Group therapy; IEP Accommodations | Student Advocate; ESE Contact; Therapist | Diagnostics; FCAT Reading | Diagnostics: FCAT Reading |

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

| | |
|---|--|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. | The number of students making learning gains in reading will increase. |
|---|--|

| Reading Goal #3b: | | | | | |
|---|---|--|--|---|---|
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 44% (12) students made learning gains this year compared to 0 the year prior. | | 47% (14) students will make learning gains. | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students efficacy and belief in oneself is often damaged due to a lack of a track record of success in comprehensive schools. This leads to the expectation of failure instead of the expectation of success which is often a self-fulfilling prophecy. | An aggressive Positive Behavior Support plan that focuses on rewarding appropriate behavior rather than punishin negative behavio. Additionally, a forgiving grading system designed to highlight student success rather than document the lack thereof. | Administration/Positive Behavior Support Team. | Performance on Knowledge Checks, Opportunity Room logs, PBS tracking sheet. | Performance on Knowledge Checks, Opportunity Room logs, PBS tracking sheet. |

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: | The percentage of L25 students making learning gains in reading increased significantly from the year prior. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 100% (3) of the L25 students made a learing gain in reading. | 100% of the L25 students will make a learning gain 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 | Mental Health Issues interfere with student success. | Availability of On Call Therapist; Individual and Group Therapy; IEP Accomodations | Student Advocate; ESE Contact; Therapists | Diagnostic Tests; Formative and Summative assessments; FCAT | Diagnostic Tests; Formative and Summative assessments; FCAT |
| 2 | Lack of ability to offer tutoring after school or during the academic day. | Targeted Small Group instruction using paraprofessionals and teacher Push Ins. | Principal; Assistant Principal; LTF | Diagnostic Tests; Formative and Summative assessments; FCAT | Diagnostic Tests; Formative and Summative assessments; FCAT |
| 3 | N/A | N/A | N/A | N/A | N/A |

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

| |
|----------------|
| Reading Goal # |
|----------------|

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

5A : By targeting instruction based on Knowledge Checks and assessments designed to highlight students' strengths and weaknesses we will focus our efforts on the skills that our students need most. We will have data chats with them on a

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

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

| | |
|---|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: | No subgroups made AYP in Reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| No subgroups made AYP in reading. | Due to population size, all students fall within the same ethnic subgroup. |

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 | Mental Health issues negatively impact students' ability to master material. | On call therapy, group therapy, individual therapy | Principal, Assistant Principal; Student Advocate | Monitoring of room calls, on call therapist requests, and Hospitalizations under Baker Act. | Diagnostic Tests |
| 2 | Mental Health Issues | Availability of on-call therapist; individual/group therapy; IEP accommodations | Student Advocate; Therapist; ESE Contact | Diagnostics; FCAT Reading | Diagnostics; FCAT Reading |

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

| | |
|---|-------------------------------------|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: | No ELL students |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| No ELL students | No ELL 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 | N/A | N/A | N/A | N/A | N/A |

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: | This subgroup did not make AYP in Reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| This subgroup did not make AYP in Reading. | 86% of SWD will make AYP 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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning | Principal | Diagnostic Tests. Examination of student work during LTMs | Student Attendance Records. Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs. |
| 2 | Mental Health Issues | On call therapist; group/individual therapy; IEP accommodations during testing | Student Advocate; Therapist; ESE Contact | Diagnostics; FCAT Reading | Diagnostics; FCAT Reading |

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

| | |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | This subgroup did not make AYP for 2012. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| This subgroup did not make AYP for 2012. | 86% of ED students will make AYP. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|---|
| 1 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning | Principal | Diagnostic Tests. Examination of student work during LTMss Student Attendance Records. | Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs. |
| 2 | Mental Health Issues | Use of on-call therapy; individual/group therapy; IEP accommodations | Student Advocate; Therapist; ESE contact | Diagnostics | Winter Diagnostics; FCAT Reading |

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 |
|------------------------------------|---------------------|----------------------------------|---|--|--|---|
| Understanding By Design | k-12 | Reading Coach/Principal | All teachers. | Began in June, 2012. | Be-weekly meeting for Progress Monitoring. | Principal/Reading Coach |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|--|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Springboard materials. | Textbooks and supplies. | Title 1 | \$1,228.76 |
| | | | Subtotal: \$1,228.76 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Read About | Technology component for elementary education remediation. | Title 1 | \$2,500.00 |
| | | | Subtotal: \$2,500.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Springboard Training | Training regarding the implementation of the Springboard Curriculum. | Title 1 | \$602.98 |
| Curriculum Alignment | Part-time in system for reading teachers | Title 1 | \$1,000.00 |
| | | | Subtotal: \$1,602.98 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Subscription to educational magazine for classroom teachers. | Educational Leadership Magazine | Title 1 | \$1,300.00 |
| | | | Subtotal: \$1,300.00 |
| | | | Grand Total: \$6,631.74 |

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: | N/A |
| 2012 Current Percent of Students Proficient in listening/speaking: | |
| N/A | |

Problem-Solving Process to Increase Student Achievement

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

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:

N/A

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

| | |
|--|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a: | The percentage of students scoring proficient increased by 13%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 35% (6) of students scored level 3 in mathematics. | 45% (9) of students will score level 3 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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |
| 2 | Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT | The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis. | Administration/LTF | Professional Development on Understanding By Design | LTM Classroom Walkthroughs Common Planning Evaluations |
| 3 | Students do not fully comprehend instruction with traditional approaches to learning | Teachers will utilize GIZMOS to address different learning styles. | Assistant Principal | Formative Assessments LTM | Classroom Walkthroughs LTM |
| 4 | Mental Health Issues. | On call therapy; group/individual therapy; IEP accommodations | Student Advocate; Therapists; ESE Contact | Fall/Winter Diagnostics; Biology Diagnostics | Fall/Winter Diagnostics; Biology Diagnostics |

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: | We will have an increase of students scoring at levels 4, 5, and 6 of 10%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 11% (3) of students scored levels 4, 5, and 6 in mathematics. | 21% (6) of students will score levels 4, 5, and 6 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 |
|--|--------------------------|-----------------------|---|---|-----------------|
| | Mental health needs will | Emphasize therapeutic | Principal | Student Attendance | Student |

| | | | | |
|---|--|---|---------------------------------|--|
| 1 | interfere with students' attendance at school. | component of school in order to minimize disruptions/lack of availability for learning. | Records. Opportunity Room Logs. | Attendance Records. Opportunity Room Logs. |
|---|--|---|---------------------------------|--|

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

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a: | 6%(1) student scored at or above Achievement level 4 in mathematics. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 6%(1) student scored at or above Achievement level 4 in mathematics. | 11% of students will score 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 | Mental Health Issues Interfere with students' ability to excel in the classroom. | Therapeutic environment is prevalent throughout the school day. On Call therapist is always available; individual that group therapy | Student Advocate; Therapists | Performance on Diagnostic Tests, formative and summative assessments and FCAT | Diagnostic Tests; Formative and Summative Assessments; FCAT |

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: | A significant percentage of our students scored at or above Achievement level 7 in mathematics. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 81% (22) of students scored at or above Achievement level 7 in mathematics. | 86% of students will score at or above Achievement level 7 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 | Students struggle with higher order thinking questions. this impedes their ability to score at or above proficiency on the FCAT. | The Backward Design Model will be used in Reading Classes. this will require teachers to incorporate higher order thinking questions into their lesson plans on a day to day basis. | Administration/Reading Coach | Professional Development on Understanding by Design | Walkthroughs and Common Planning. |

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: | | | | | |
|---|--|-------------------------------------|---|---|---|
| 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 | Mental Health Issues interfere with student success. | Availability of On Call Therapist; | Student Advocate; ESE Contact; Therapists | Diagnostic Tests; Formative and Summative assessments; FCAT | Diagnostic Tests; Formative and Summative assessments; FCAT |

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: | The size of the elementary school is so small that learning gains are not computed. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| The size of the elementary school is so small that learning gains are not computed. | The size of the elementary school is so small that learning gains are not computed. |

| 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 efficacy and belief in oneself is often damaged due to a lack of a track record of success in comprehensive schools. This leads to the expectation of failure instead of the expectation of success which is often a self-fulfilling prophecy. | An aggressive Positive Behavior Support plan that focuses on rewarding appropriate behavior rather than punishin negative behaviro. Additionally, a forgiving grading system designed to highlight student success rather than document the lack thereof. | Administration/Positive Behavior Support Team. | Performance on Knowledge Checks, Opportunity Room logs, PBS tracking sheet. | Performance on Knowledge Checks, Opportunity Room logs, PBS tracking sheet. |

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

| | |
|---|-------------------------------------|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: | We do not have a lowest 25%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| We do not have a lowest 25%. | We do not have a lowest 25%. |

| 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 | Mental Health Issues interfere with student success. | Availability of On Call Therapist; Individual and Group Therapy; IEP Accommodations | Student Advocate; ESE Contact; Therapists | Diagnostic Tests; Formative and Summative assessments; FCAT | Diagnostic Tests; Formative and Summative assessments; FCAT |
| 2 | Lack of ability to offer tutoring after school or during the academic day. | Targeted Small Group instruction using paraprofessionals and teacher Push Ins. | Principal; Assistant Principal; LTF | Diagnostic Tests; Formative and Summative assessments; FCAT | Diagnostic Tests; Formative and Summative assessments; FCAT |

| | | | | | | |
|--|-----------|-----------|---|-----------|-----------|-----------|
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target | | | | | | |
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | | Elementary School Mathematics Goal # By targeting instruction based on Knowledge Checks and assessments designed to highlight students' strengths and weaknesses we will focus out efforts on the skills that our students need most. We will have data chats with them on a | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | | | | | | |

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

| 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 | Mental Health issues negatively impact students' ability to master material. | On call therapy, group therapy, individual therapy | Principal, Assistant Principal; Student Advocate | Monitoring of room calls, on call therapist requests, and Hospitalizations under Baker Act. | Diagnostic Tests |

| | |
|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: | Our population is so small that we do not have subgroups. |

| | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Our population is so small that we do not have subgroups. | Our population is so small that we do not have subgroups. |

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | Our population is so small that we do not have subgroups. |
|--|---|

| | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Our population is so small that we do not have subgroups. | Our population is so small that we do not have subgroups. |

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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning | Principal | Diagnostic Tests. Examination of student work during LTMs | Student Attendance Records. Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs. |

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

| | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: | Our population is so small that we do not have subgroups. |
|---|---|

| | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Our population is so small that we do not have subgroups. | Our population is so small that we do not have subgroups. |

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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning | Principal | Diagnostic Tests. Examination of student work during LTMss Student Attendance Records. | Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs. |
|---|---|--|-----------|--|---|

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

| | |
|--|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a: | The percentage of students scoring proficient increased by 13%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 35% (6) of students scored level 3 in mathematics. | 45% (9) of students will score level 3 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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |
| 2 | Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT | The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis. | Administration/LTF | Professional Development on Understanding By Design | LTM Classroom Walkthroughs Common Planning Evaluations |
| 3 | Students do not fully comprehend instruction with traditional approaches to learning | Teachers will utilize GIZMOS to address different learning styles. | Assistant Principal | Formative Assessments LTM | Classroom Walkthroughs LTM |
| 4 | Mental Health Issues. | On call therapy; group/individual therapy; IEP accommodations | Student Advocate; Therapists; ESE Contact | Fall/Winter Diagnostics; Biology Diagnostics | Fall/Winter Diagnostics; Biology Diagnostics |

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: | Basic math skills are difficult for many of our students. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 11% (3) students scored at levels 4, 5, and 6 in mathematics. | 16% of students will score at levels 4, 5, and 6 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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |

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

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a: | 6% (1) student scored at or above Achievement level 4 in mathematics. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 6% (1) student scored at or above Achievement level 4 in mathematics. | 11% of students will score 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 | Mental Health Issues Interfere with students' ability to excel in the classroom. | Therapeutic environment is prevalent throughout the school day. On Call therapist is always available; individual that group therapy | Student Advocate; Therapists | Performance on Diagnostic Tests, formative and summative assessments and FCAT | Diagnostic Tests; Formative and Summative Assessments; FCAT |

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: | We had a very high percentage of our students score at or above Achievement level 7 in mathematics. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 81% (22) students scored at or above Achievement Level 7 in mathematics. | 86% of students will score at or above Achievement level 7 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 | Students struggle with higher order thinking questions. this impedes their ability to score at or above proficiency on the FCAT. | The Backward Design Model will be used in Reading Classes. this will require teachers to incorporate higher order thinking questions into their lesson plans on a | Administration/Reading Coach | Professional Development on Understanding by Design | Walkthroughs and Common Planning. |

day to day basis.

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: | More than half of our students made a learning gain in mathematics. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 64% (9) students made a learning gain in mathematics. | 69% of students will make a learning gain 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 | Mental Health Issues interfere with student success. | Availability of On Call Therapist; | Student Advocate; ESE Contact; Therapists | Diagnostic Tests; Formative and Summative assessments; FCAT | Diagnostic Tests; Formative and Summative assessments; FCAT |

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: | The number of students making learning gains on the FAA in mathematics increased significantly from the previous year. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 37% (10) students made a learning gain in mathematics on the FAA. | 42% of students will make a learning gain in mathematics on the FAA. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|---|---|
| 1 | Students efficacy and belief in oneself is often damaged due to a lack of a track record of success in comprehensive schools. This leads to the expectation of failure instead of the expectation of success which is often a self-fulfilling prophecy. | An aggressive Positive Behavior Support plan that focuses on rewarding appropriate behavior rather than punish negative behavior. Additionally, a forgiving grading system designed to highlight student success rather than document the lack thereof. | Administration/Positive Behavior Support Team. | Performance on Knowledge Checks, Opportunity Room logs, PBS tracking sheet. | Performance on Knowledge Checks, Opportunity Room logs, PBS tracking sheet. |

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

| | |
|---|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. | |
|---|--|

| | |
|------------------------------------|-------------------------------------|
| Mathematics Goal #4: | |
| 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 | Mental Health Issues interfere with student success. | Availability of On Call Therapist; Individual and Group Therapy; IEP Accommodations | Student Advocate; ESE Contact; Therapists | Diagnostic Tests; Formative and Summative assessments; FCAT | Diagnostic Tests; Formative and Summative assessments; FCAT |
| 2 | Lack of ability to offer tutoring after school or during the academic day. | Targeted Small Group instruction using paraprofessionals and teacher Push Ins. | Principal; Assistant Principal; LTF | Diagnostic Tests; Formative and Summative assessments; FCAT | Diagnostic Tests; Formative and Summative assessments; FCAT |

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 # By targeting instruction based on Knowledge Checks and assessments designed to highlight students' strengths and weaknesses we will focus out efforts on the skills that our students need most. We will have data chats with them on a | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | | | | | | |

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

| | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: | Our population is so small that we do not have subgroups. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Our population is so small that we do not have subgroups. | Our population is so small that we do not have subgroups. |

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 | Mental Health issues negatively impact students' ability to master material. | On call therapy, group therapy, individual therapy | Principal, Assistant Principal; Student Advocate | Monitoring of room calls, on call therapist requests, and Hospitalizations under Baker Act. | Diagnostic Tests |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | 30% (3) of Students with Disabilities (SWD) did not make satisfactory progress. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 30% (3) of Students with Disabilities (SWD) did not make satisfactory progress. | 24% of SWD will not 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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning | Principal | Diagnostic Tests. Examination of student work during LTMs | Student Attendance Records. Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs. |

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

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

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|--|---|--|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning | Principal | Diagnostic Tests. Examination of student work during LTMss Student Attendance Records. | Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs. |

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

| | |
|---|---|
| 1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1: | Basic math skills are difficult for many of our students. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 11% (3) of students scored at levels 4, 5, and 6. | 17% (4) will score at levels 4, 5, and 6. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|-----------------------|---|---|---|-------------------|
| 1 | Mental Health Issues. | On call therapy, therapeutic environment. | Student Advocate/Principal. | On call therapy logs. | Knowledge Checks. |

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: | Students need to continue to improve on basic math skills. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 81% (22) of students scored at or above level 7 in mathematics. | 85% (23) of student scored at or above level 7 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 |
|--|-----------------------|------------------|---|---|-----------------|
| | Mental Health Issues. | On call therapy, | Student | On call therapy logs. | Knowledge |

| | | | |
|---|--------------------------|---------------------|--------|
| 1 | therapeutic environment. | Advocate/Principal. | Checks |
|---|--------------------------|---------------------|--------|

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: | Students will continue to work on basic math skills. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 37% (10) of students made a learning gain. | 45% (12) will make a learning gain. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|-----------------------|---|---|---|------------------|
| 1 | Mental Health issues. | On Call therapy, therapeutic environment. | Student Advocate/Principal. | On call logs. | Knowledge Checks |

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: | The percentage of students scoring at Achievement Level 3 in Algebra I will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 22% (1) students scored at achievement level 3. | 33% (3) will score at achievement level 3. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|--|
| 1 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |
| 2 | Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT | The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis. | Administration/LTF | Professional Development on Understanding By Design | LTM Classroom Walkthroughs Common Planning Evaluations |
| | Mental Health Issues. | On call therapy; | Student Advocate; | Fall/Winter Diagnostics; | Fall/Winter |

| | | | | |
|---|---|----------------------------|---------------------|-------------------------------------|
| 3 | group/individual therapy; IEP accommodations | Therapists; ESE Contact | Biology Diagnostics | Diagnostics; Biology Diagnostics |
|---|---|----------------------------|---------------------|-------------------------------------|

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: | The percentage of students scoring at Achievement Level 3 in Algebra I will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 11% (1) scored at or above Achievement Level 4 in Algebra. | 22% (2) will score at or above Achievement Level 4 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 | Mental Health Issues Interfere with students' ability to excel in the classroom. | Therapeutic environment is prevalent throughout the school day. On Call therapist is always available; individual that group therapy | Student Advocate; Therapists | Performance on Diagnostic Tests, formative and summative assessments and FCAT | Diagnostic Tests; Formative and Summative Assessments; FCAT |

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

| | | | | | | |
|--|--|-----------|-----------|-----------|-----------|-----------|
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Algebra Goal # By improving upon the curriculum that led to a 33% passing rate will will reduce our achievement gap by 50% over the next 6 years. 3A : | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 33% | 43% | 53% | 63% | 73% | |

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

| | |
|---|--|
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B: | Not all subgroups made satisfactory progress in Algebra. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White students were 40% (2) proficient and Hispanic students were 100% (1) proficient while Black student were 0% (0) proficient. | White 50% Hispanic 100% Black 50% |

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 |
|--|--|--|---|---|------------------|
| | Mental Health issues negatively impact | On call therapy, group therapy, individual | Principal, Assistant Principal; Student | Monitoring of room calls, on call therapist | Diagnostic Tests |

| | | | | |
|---|---------------------------------------|---------|----------|---|
| 1 | students' ability to master material. | therapy | Advocate | requests, and Hospitalizations under Baker Act. |
|---|---------------------------------------|---------|----------|---|

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

| | |
|---|---|
| 3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C: | We do not have ELL students at Indian Ridge School. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| We do not have ELL students at Indian Ridge School. | We do not have ELL students at Indian Ridge School. |

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|--|--|
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D: | This subgroup is represented under the Total number as 100% of the students at Indian Ridge School are disabled. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| This subgroup is represented under the Total number as 100% of the students at Indian Ridge School are disabled. | This subgroup is represented under the Total number as 100% of the students at Indian Ridge School are disabled. |

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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning | Principal | Diagnostic Tests. Examination of student work during LTMs | Student Attendance Records. Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs. |

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

| | |
|---|---|
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E: | We will execute an aggressive progress monitoring plan to ensure growth within this subgroup. |
|---|---|

| 2012 Current Level of Performance: | | | 2013 Expected Level of Performance: | | |
|---|---|--|---|--|---|
| 20% (1) student made satisfactory progress in Algebra. | | | 40% (2) will make 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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning | Principal | Diagnostic Tests. Examination of student work during LTMss Student Attendance Records. | Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs. |

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: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | 50% (3) of students will score at Achievement Level 3 in Geometry. |

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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |
| 2 | Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT | The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis. | Administration/LTF | Professional Development on Understanding By Design | LTM Classroom Walkthroughs Common Planning Evaluations |
| 3 | Mental Health Issues. | On call therapy; group/individual therapy; IEP accommodations | Student Advocate; Therapists; ESE Contact | Fall/Winter Diagnostics; Biology Diagnostics | Fall/Winter Diagnostics; Biology Diagnostics |

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: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | 20% (1) of students will score at or above Achievement Level 4 in Geometry. |

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 | Mental Health Issues Interfere with students' ability to excel in the classroom. | Therapeutic environment is prevalent throughout the school day. On Call therapist is always available; individual that group therapy | Student Advocate; Therapists | Performance on Diagnostic Tests, formative and summative assessments and FCAT | Diagnostic Tests; Formative and Summative Assessments; FCAT |

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

| | | | | | |
|--|--|----------------------|----------------------|----------------------|----------------------|
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Geometry Goal # Indian Ridge School will reduce the achievement gap by 50% in the next six years. | | | | |
| 3A : | | | | | |
| Baseline data 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

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

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|---|------------------|
| 1 | Mental Health issues negatively impact students' ability to master material. | On call therapy, group therapy, individual therapy | Principal, Assistant Principal; Student Advocate | Monitoring of room calls, on call therapist requests, and Hospitalizations under Baker Act. | Diagnostic Tests |

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

| 3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C: | | N/A | | |
|---|----------|---|---|-----------------|
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | |
| N/A | | N/A | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

| 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D: | | N/A | | | |
|--|---|--|---|---|---|
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| N/A | | N/A | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning | Principal | Diagnostic Tests. Examination of student work during LTMs | Student Attendance Records. Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs. |

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

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

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|---|
| 1 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning | Principal | Diagnostic Tests. Examination of student work during LTMss Student Attendance Records. | Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs. |

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 |
|------------------------------------|---------------------|----------------------------------|--|--|------------------------------------|---|
| Understanding By Design. | k-12 | Reading Coach/Principal | School Wide | Began June 2012. | Knowledge Checks, quarterly exams. | Reading Coach/Principal. |
| Springboard | 6-12. | Math Teachers. | 6-12. | Began June 2012. | Knowledge Checks, quarterly exams. | Reading Coach/Principal. |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|--|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Springboard materials and textbooks. | Springboard materials and textbooks. | Title 1 | \$1,390.57 |
| | | | Subtotal: \$1,390.57 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| IXL | Subscription for on line math program. | Title 1 | \$500.00 |
| | | | Subtotal: \$500.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Curriculum Alignment for Math Teacher. | Curriculum alignment using Springboard training. | Title 1 | \$1,255.50 |
| | | | Subtotal: \$1,255.50 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$3,146.07 |

End of 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 science. Science Goal #1a: | Indian Ridge School will increase the percentage of students who score proficient on the Science FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 50% (4) students scored proficient on the Science FCAT. | 65% (5) students will score proficient on the Science FCAT. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|--|
| 1 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |
| 2 | Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT | The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis. | Administration/LTF | Professional Development on Understanding By Design | LTM Classroom Walkthroughs Common Planning Evaluations |
| 3 | Mental Health Issues. | On call therapy; group/individual therapy; IEP accommodations | Student Advocate; Therapists; ESE Contact | Fall/Winter Diagnostics; Biology Diagnostics | Fall/Winter Diagnostics; Biology Diagnostics |

| | |
|--|---|
| 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: | Please see Elementary and Middle School Science section for this information. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Please see Elementary and Middle School Science section for this information. | Please see Elementary and Middle School Science section for this information. |

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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |

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

| | |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a: | Students scoring Level 4 on the Spring, 2012 FCAT will maintain or increase their level on the 2013 FCAT 2.0. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0 students scored at or above Achievement level 4 in science. | At least 1 student will score at or above Achievement level 4 in science. |

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 | Mental Health Issues Interfere with students' ability to excel in the classroom. | Therapeutic environment is prevalent throughout the school day. On Call therapist is always available; individual that group therapy | Student Advocate; Therapists | Performance on Diagnostic Tests, formative and summative assessments and FCAT | Diagnostic Tests; Formative and Summative Assessments; FCAT |

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: | Students scoring Level 7 on the Spring, 2012 FCAT will maintain or increase their level on the 2013 FCAT 2.0. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 73% (8) of students scored at or above Achievement level 7 in science. | 80% (9) of students will score at or above Achievement level 7 in science. |

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 higher order thinking questions. this impedes their ability to score at or above proficiency on the FCAT. | The Backward Design Model will be used in Reading Classes. this will require teachers to incorporate higher order thinking questions into their lesson plans on a day to day basis. | Administration/Reading Coach | Professional Development on Understanding by Design | Walkthroughs and Common Planning. |

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: | | Please see Elementary and Middle School Science section for this information. | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | |
| Please see Elementary and Middle School Science section for this information. | | Please see Elementary and Middle School Science section for this information. | | |
| 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: | | Please see Elementary and Middle School Science section for this information. | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | |
| Please see Elementary and Middle School Science section for this information. | | Please see Elementary and Middle School Science section for this information. | | |
| 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 available. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| No data available | | 50% (4) students will 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 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |
| 2 | Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT | The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis. | Administration/LTF | Professional Development on Understanding By Design | LTM Classroom Walkthroughs Common Planning Evaluations |
| 3 | Mental Health Issues. | On call therapy; group/individual therapy; IEP accommodations | Student Advocate; Therapists; ESE Contact | Fall/Winter Diagnostics; Biology Diagnostics | Fall/Winter Diagnostics; Biology Diagnostics |

| | |
|--|-------------------------------------|
| 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 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 |
|------------------------------------|---------------------|----------------------------------|---|--|--|---|
| Understanding by Design | k-12 | Principal/Reading Coach | All teachers | Begin August 2012 with bi-weekly meetings. | Classroom walkthroughs, Student progress monitoring. | Principal, Reading coach. |
| Marzano Training | k-12 | Principal | All teachers | November 2012. | Observations. | Principal. |

Science Budget:

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

End of Science Goals

Writing Goals

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

| | | | | | |
|--|---------------------|---|---|---|-----------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. | | 70% of students tested scored a level 3 or higher in FCAT Writes. | | | |
| Writing Goal #1a: | | | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 70% (7) of students tested scored a level 3 or higher in FCAT Writes. | | 80% (8) of students tested will be proficient in writing. | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

| | | | | | |
|---|---|--|---|--|--|
| 1 | Mental Health Issues | On call therapy; group/individual therapy; IEP accommodations | Student Advocate; Therapist; ESE Contact | Palm Beach Writes/ 4 times | FCAT Writes |
| 2 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions / lack of availability for learning. | Principal | Diagnostic tests. Examination of student work during LTMs. | Student attendance records. Opportunity room logs. |
| 3 | Students' writing ability is often years behind schedule due to struggles in previous educational settings. | A School Wide Writing plan has been adopted to organize PB Writes, prescriptive feedback and rewrites. Plan is monitored through LTMs. | Principal; Assistant Principal; LTF; Language Arts teachers | PB Writes. | PB Writes. |

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

| | |
|--|--|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: | 91% (10)of students tested scored a level 4 or higher in Florida Alternate Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 91% (10)of students tested scored a level 4 or higher in Florida Alternate Assessment. | 96% (11) will score a level 4 or higher in Florida Alternate Assessment. |

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 |
|---|----------------------|----------------------------------|--|--|--------------------------------------|---|
| Indian Ridge School wrote a comprehensive writing plan over the summer designed to improve teacher capacity as well as organizational monitoring. | Grades 4, 8, and 10. | Assistant Principal. | Select teachers. | Early release and Professional Development Days. | Palm Beach Writes, Knowledge Checks. | Assistant Principal. |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|----------------|-----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Curriculum Alignment | Curriculum Alignment using Springboard/Backward Design Model. | Title 1 | \$450.00 |
| | | | Subtotal: \$450.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$450.00 |

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|---|
| 1 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |
| 2 | Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT | The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis. | Administration/LTF | Professional Development on Understanding By Design | LTM Classroom Walkthroughs Common Planning Evaluations |

| | | | | | |
|---|-----------------------|---|---|--|--|
| 3 | Mental Health Issues. | On call therapy; group/individual therapy; IEP accommodations | Student Advocate; Therapists; ESE Contact | Fall/Winter Diagnostics; Biology Diagnostics | Fall/Winter Diagnostics; Biology Diagnostics |
|---|-----------------------|---|---|--|--|

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

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

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

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

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

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|--|
| 1 | Mental health needs will interfere with students' attendance at school. | Emphasize therapeutic component of school in order to minimize disruptions/lack of availability for learning. | Principal | Student Attendance Records. Opportunity Room Logs. | Student Attendance Records. Opportunity Room Logs. |
| 2 | Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT | The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis. | Administration/LTF | Professional Development on Understanding By Design | LTM Classroom Walkthroughs Common Planning Evaluations |
| 3 | Mental Health Issues. | On call therapy; group/individual therapy; IEP accommodations | Student Advocate; Therapists; ESE Contact | Fall/Winter Diagnostics; Biology Diagnostics | Fall/Winter Diagnostics; Biology Diagnostics |

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 |
| Historical fiction books to promote literacy and the understanding of history | Historical fiction books | Title 1 | \$1,648.17 |
| | | | Subtotal: \$1,648.17 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$1,648.17 |

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

| | |
|--|--|
| 1. Attendance Attendance Goal # 1: | Attendance rate for the 2011-2012 school year was 61% |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| Currently attendance rate is 99% | Monitor attendance of students to minimize excessive absences. Many of the students require psychiatric hospitalizations due their mental illness. |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 1 | 0 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 0 | 0 |

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 require psychiatric hospitalizations due to their severe psychiatric illness | Use of therapeutic interventions | Therapists | On call log | Data |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|--|---|
| Positive Behavior Support. | All | PDD Coordinator. | School-wide | Begin during pre-school and continue throughout the year. | Attendance rate, suspension rate, prone restraints, GPA average. | Principal. |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Positive Behavior Support | "Be the Three" supplies. | Title 1 | \$866.68 |

| | | | |
|---------------------------------|---------------------------------|----------------|--------------------------------|
| | | | Subtotal: \$866.68 |
| 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 |
| Positive Behavior Support | Supplies supporting the program | Title 1 | \$3,500.00 |
| | | | Subtotal: \$3,500.00 |
| | | | Grand Total: \$4,366.68 |

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 | | School data indicates a 15% In School suspension rate for the 2011-2012 school year with respect to duplicated student data results. | | | |
| Suspension Goal # 1: | | | | | |
| 2012 Total Number of In-School Suspensions | | 2013 Expected Number of In-School Suspensions | | | |
| 10 | | Less than 10 | | | |
| 2012 Total Number of Students Suspended In-School | | 2013 Expected Number of Students Suspended In-School | | | |
| 10 | | Less than 10 | | | |
| 2012 Number of Out-of-School Suspensions | | 2013 Expected Number of Out-of-School Suspensions | | | |
| 37 | | less than 15 | | | |
| 2012 Total Number of Students Suspended Out-of-School | | 2013 Expected Number of Students Suspended Out-of-School | | | |
| 27 | | less than 15 | | | |
| 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 |
| | Rules governing out of | Intervention of | Assistant Principal | Less out of school | EDW Data |

| | | | | | |
|---|-------------------|----------------------------|--|-------------|--|
| 1 | school suspension | therapists and crisis team | | suspensions | |
|---|-------------------|----------------------------|--|-------------|--|

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 |
|------------------------------------|---------------------|----------------------------------|---|--|--|---|
| Positive Behavior Support. | All | PDD Coordinator. | School-wide | Begin during pre-school and continue throughout the year. | Attendance rate, suspension rate, prone restraints, GPA average. | Principal |

Suspension Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Positive Behavior Support. | "Be the Three" Supplies | Title 1 | \$866.67 |
| | | | Subtotal: \$866.67 |
| 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 |
| "Be the Three" | Printing Resources | Title 1 | \$1,000.00 |
| | | | Subtotal: \$1,000.00 |
| | | | Grand Total: \$1,866.67 |

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. | 2% of students dropped out |

| | |
|-------------------------------|--------------------------------|
| 2012 Current Dropout Rate: | 2013 Expected Dropout Rate: |
| 2% | Less than 1% |
| 2012 Current Graduation Rate: | 2013 Expected Graduation Rate: |
| 0 | 100% |

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 | Severe mental health issues | Ongoing therapy and support in community through outside agencies | Principal | Graduation rate | Graduation rate |

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 |
|------------------------------------|---------------------|----------------------------------|---|--|---|---|
| Positive Behavior Support. | All | PDD Coordinator. | All teachers/all grades. | Begin during pre-school and continue throughout the school year. | Attendance rates, suspension rates, room call logs, prone restraints. | Principal |

Dropout Prevention Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|--------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Positive Behavior Support | "Be the Three" supplies. | Title 1. | \$866.67 |
| | | | Subtotal: \$866.67 |
| 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: \$866.67 |

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

| | |
|--|---|
| 1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | Increase parent involvement in the educational process by 100% (11). |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| Limited involvement of parents in the educational process. | Increase involvement in the educational process. Increase attendance at IEP meetings and school functions. |

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 | Distance of families from school site | Create Parent University that will provide programs to parents that will make commute to school worth the time and effort. | Principal Parent Outreach Coordinator. | Attendance at IEP mtgs and school functions Volunteer hours | Attendance at IEP mtgs and school functions |
| 2 | Low interest from community members and potential business partners due to size of school. | Volunteer Coordinator will aggressively market school to potential volunteers and business partners | Volunteer/Business Partnership Coordinator | Sign in Sheets Volunteer Hours Business Partners | VIPS Business Partner Applications received. |
| 3 | Lack of "Community School feel" due to geographic location of families | Spaghetti Bowl/Book Fair | Spaghetti Bowl Committee | # of attendees, feedback from parents, increase number of volunteers after the event. | Sign in Sheets, volunteer hours logged |
| 4 | Lack of feeling of empowerment by parents. | Parents will be involved in the decision making process and encouraged to join SAC and other school related committees that evaluate our school wide programs. | Principal/Parent Liason. | Attendance at Parent University and school outreach events. | Sign in Sheets. |
| 5 | Low interest from parents and community members. | Parents will receive timely information about Title 1 programs and other school related events via a printed, monthly newsletter, automated call-outs, phone calls home and newsletters sent home. | Assistant Principal | Attendance at events, attendance at IEP meetings. | Sign in sheets, volunteer hours. |

| | | | | | |
|---|--|--|---|--------------------------|-----------------|
| 6 | Challenging behaviors at home can affect parents' interest in participating at school. | Parent University Workshops: 9/27/12 The Choice is Yours - Tips for a more Harmonious Home 10/25/12 Caring for you and your Family - Crisis Management 11/29/12 The Future is Now - Transitions of Life 1/24/13 A New Beginning - Healthy Changes for the New Year 2/21/13 Fostering Connections - Building Better Relationships 3/21/13 Building Confidence and Motivating Your Child 4/25/13 Family Meetings/Family Nights - A Special Time For All. 5/9/13 Graduation | Principal/Parent Liason/Therapeutic Staff | Attendance at workshops. | Sign in Sheets. |
|---|--|--|---|--------------------------|-----------------|

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 |
|---|---------------------|----------------------------------|--|--|---|---|
| Working with families of at risk, mentally ill students | 1-12 grades | Family Counselors | All Staff | Early release days, Thursday morning Behavior Team/Therapist Coordination meeting. | Attendance at Parent University and the Spaghetti Bowl. | Principal, Student Advocate |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Parent University | Monthly training for parents with Family Counselors | Title 1 | \$2,000.00 |
| Spaghetti Bowl | Curriculum training for parents | Title 1 | \$1,000.00 |
| Postage | Postage for Parent Outreach | Title 1 | \$500.00 |

Subtotal: \$3,500.00

Grand Total: \$3,500.00

End of Parent Involvement Goal(s)

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

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

| Based on the analysis of school data, identify and define areas in need of improvement: | | | | |
|---|----------|---|---|-----------------|
| 1. STEM | | | | |
| STEM Goal #1: | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

| | | | | |
|---|----------|---|---|-----------------|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | | |
| 1. CTE | | | | |
| CTE Goal #1: | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

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 |
| Reading | Springboard materials. | Textbooks and supplies. | Title 1 | \$1,228.76 |
| Mathematics | Springboard materials and textbooks. | Springboard materials and textbooks. | Title 1 | \$1,390.57 |
| U.S. History | Historical fiction books to promote literacy and the understanding of history | Historical fiction books | Title 1 | \$1,648.17 |
| Attendance | Positive Behavior Support | "Be the Three" supplies. | Title 1 | \$866.68 |
| Suspension | Positive Behavior Support. | "Be the Three" Supplies | Title 1 | \$866.67 |
| Dropout Prevention | Positive Behavior Support | "Be the Three" supplies. | Title 1. | \$866.67 |
| | | | | Subtotal: \$6,867.52 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Read About | Technology component for elementary education remediation. | Title 1 | \$2,500.00 |
| Mathematics | IXL | Subscription for on line math program. | Title 1 | \$500.00 |
| | | | | Subtotal: \$3,000.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Springboard Training | Training regarding the implementation of the Springboard Curriculum. | Title 1 | \$602.98 |
| Reading | Curriculum Alignment | Part-time in system for reading teachers | Title 1 | \$1,000.00 |
| Mathematics | Curriculum Alignment for Math Teacher. | Curriculum alignment using Springboard training. | Title 1 | \$1,255.50 |
| Writing | Curriculum Alignment | Curriculum Alignment using Springboard/Backward Design Model. | Title 1 | \$450.00 |
| | | | | Subtotal: \$3,308.48 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Subscription to educational magazine for classroom teachers. | Educational Leadership Magazine | Title 1 | \$1,300.00 |
| Attendance | Positive Behavior Support | Supplies supporting the program | Title 1 | \$3,500.00 |
| Suspension | "Be the Three" | Printing Resources | Title 1 | \$1,000.00 |
| Parent Involvement | Parent University | Monthly training for parents with Family Counselors | Title 1 | \$2,000.00 |
| Parent Involvement | Spaghetti Bowl | Curriculum training for parents | Title 1 | \$1,000.00 |
| Parent Involvement | Postage | Postage for Parent Outreach | Title 1 | \$500.00 |
| | | | | Subtotal: \$9,300.00 |
| | | | | Grand Total: \$22,476.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

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

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

Monitor school finances. Provide ongoing evaluation of the effectiveness of Indian Ridge School's academic and behavioral plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found