FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BROWARD DETENTION CENTER

District Name: Broward

Principal: David Watkins

SAC Chair: Renee Hudson/Nerissa Lester

Superintendent: Robert W. Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	David Watkins	Professional Certificate Educational Leadership K-12 and Social Sciences 5-9 Ed.S. Educational Leadership M.A. Social	9	10	2011-2012 Grade: N/A Reading Mastery: 3.1% Math Mastery: Middle School 2%, Geometry 27% Science Mastery: Middle School 4%, Biology- Not met Writing Mastery: 8th graders 67%, 10th graders 39% AYP not met

2010-2011 Grade: Thompson Academy is a DJJ school and, therefore, does not receive a school grade. Reading Learning Gains (BASI): 48% (35) Math Learning Gains (BASI): 58% (43) AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2009-2010 (Stranahan High School Reading Mastery: 43% Math Mastery: 74% Science Mastery: 37% Writing Mastery: 90% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2008-2009 Grade: Not Rated |

| | | | | | Reading Mastery: 10% Math Mastery: 25% Science Mastery: 0 % Writing Mastery: 68% AYP: No subgroups met AYP for Reading and Math.

Science Mastery: 0 %
Writing Mastery: 68%
AYP: No subgroups met AYP for Reading and Math.
2007-2008
Grade: N/A
Reading Mastery: 4%
Math Mastery: 6%
Science Mastery: 3%
Writing Mastery: 60%
AYP: There were no subgroups that made AYP in Reading and Math. |
| Assis Principal | Sharon I. Grant | M.A. Educational Leadership (K-12) Guidance (K-12) English (6-12) | 2 | 12 | 2011-2012
Grade: N/A
Reading Mastery: 3.1%
Math Mastery: Middle School 2%, Geometry 27%
Science Mastery: Middle School 4%, Biology- Not met
Writing Mastery: 8th graders 67%, 10th graders 39%
AYP not met

2010-2011
Grade: N/A
2009-2010
Grade: C (Piper)
08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met |

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	Mary Shaw	Degrees: Bachelor of Science in Elementary Education; Masters in Exceptional Student Education; Certifications: Early Childhood, Elementary Education, Exceptional Student Education, Gifted Endorsement, ESOL Endorsement, Reading (K-12)	12	7	2010-2011 Grade: Broward Detention Center is a DJJ school and, therefore, does not receive a school grade. Reading Learning Gains (BASI): 48% (35) Math Learning Gains (BASI): 58% (43) AYP: No subgroups met AYP for Reading. 2009-2010 Reading Mastery: 13% AYP: No subgroups met AYP for Reading. 2008-2009 Reading Mastery: 15% AYP: No subgroups met AYP for Reading. 2007-2008 Reading Mastery: 4% AYP: There were no subgroups that made AYP in Reading.
Mathematics	Renee Hudson	Bachelor of Arts in Psychology; Masters in Curriculum and Instruction; Certified in Mathematics 5-9 and 6-12; Educational Specialist in Educational Leadership	7	4	2010-2011 Grade: Broward Detention Center is a DJJ school and, therefore, does not receive a school grade. Math Learning Gains (BASI): 58% (35) AYP: There were no subgroups that made AYP in Math 2009-2010 Grade: Not Rated Math Mastery: 19% AYP: There were no subgroups that made AYP in Math 2008-2009 Math Mastery: 25% AYP: There were no subgroups that made AYP in Math 2007-2008 Math Mastery: 6% AYP: There were no subgroups that made AYP in Math
		Bachelors of Arts in Marketing Masters of			

| Science | Lotoya Joseph-Brown | Science in Science Education; Certification: Science 5-9 and Mathematics 5-9 | 1 | 1 | | New to Thompson Academy |
| Reading Resource Teacher | Gladymir Veillard | Master of Science in Reading (K-12) Bachelor of Science in Elementary Education (K-6) with ESOL Endorsement Certified English (6-12) | 1 | 1 | | New to Thompson Academy |

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	New Educator Support System	Joan Sternberg	There are no new teachers assigned to this school, however, should new teachers be assigned, they will participate in NESS.	
2	Professional Study Days	Sydney Culver	9/16/12, 10/14/12, 11/1/12, 12/6/12, 1/10/13, 1/10/13, 2/21/13, 3/14/13, 4/4/13	
3	Professional Learning Communities	Shelly Reid/Mary Shaw	June 6, 2012	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
7	0.0%(0)	0.0%(0)	57.1%(4)	42.9%(3)	14.3%(1)	114.3%(8)	42.9%(3)	0.0%(0)	85.7%(6)

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
Mary Shaw	Stephen Fitzgerald	Mr. Fitzgerald is currently working on his reading endorsement. Ms. Shaw is a state reading coach.	Ms. Shaw will meet with Mr. Fitzgerald weekly. Ms. Shaw will assist Mr. Fitzgerald with understanding the comprehensive reading plan, developing lesson plans, and utilizing instructional reading strategies.
Katie Moncrief	Lotoya Joseph-Brown	Ms. Joseph-Brown is a seasoned Science teacher; however it is her first time at Thompson Academy (DJJ) site as a Science Coach.	The mentor and mentee will meet bi- weekly to discuss instructional strategies that will meet the unique demands of youth housed in DJJ
Shelly Reid	David Walker	Mr. Walker is our new transition specialist at our DJJ sites. This is his first year as a transition specialist.	The mentor and mentee will meet weekly to discuss transitional plans and strategies for our DJJ students.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

> N/A

Title I, Part C- Migrant

> N/A

Title I, Part D

> • Provide teacher assistants
> • Utilized to offer weekend tutorial program
> • Utilized to provide supplemental academic resources for content area and technology.

Title II

> N/A

Title III

> N/A

Title X- Homeless

> N/A

Supplemental Academic Instruction (SAI)

Funds used to assist with salaries for substitute teachers.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sharon Grant, Assistant Principal
Mark Howard, Assistant Principal
Sherrie Poitier, Guidance Director
Paula McColman, Guidance Counselor-DJJ
Carrie Palmer, ESE Support Facilitator
Shelly Reid, Transition Specialist
Mary Shaw, Reading Coach
Renee Hudson, Math Coach
Andre Newton, Teacher

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 case manager will facilitate bi-weekly meetings to discuss the performance of students that are under performing academically. Specifically, the DJJ treatment team model will be utilized to facilitate the RtI process. Information regarding academic and behavior will be gathered to discuss student progression. Recommendations for tiered interventions will be made and and implemented for a period of six weeks. Students that are not progressing and are not demonstrating sufficient progress will be recommended for more intensive tier 2 interventions. If necessary, students will receive tier 3 interventions. The RtI team will also review and monitor the effectiveness of the school-wide curriculum and tiered interventions to ensure the needs of the students are being addressed with fidelity.

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

The RtI leadership team will work collaboratively with the School Advisory Council to monitor the school wide core curriculum goals and objectives outlined in the SIP. Specifically, they will be responsible for utilizing the FCIM to determine the effectiveness of the school-wide curriculum and make adjustments/recommendations to the school-wide curriculum. The RtI team will collaborate with the leadership team and provide reports at SAC meetings. RtI team members will also use this opportunity to provide an overview of the RtI process at the SAC meetings.

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.

Baseline Data: Academic data is obtained from a variety of sources including: Progress Monitoring and Reporting Network (PRMN)using the FAIR, Florida Comprehensive Assessment Test (FCAT), Broward Assessment Test (BAT 1), for reading, math, and science, mini assessments, content area pre-tests, Fluency Probes, work samples, teacher made quizzes, Diagnostic Assessment for Reading (DAR), SAN DIEGO World List, and the BASI(reading, math, and writing).
Mid Year data: BAT 2 data, mini assessments, work samples, teacher made test and quizzes. End of the Year: FCAT data, content area post tests: DAR and Fluency Probes post test. Data is to be collected on a weekly basis. It will be summarized and recorded on data forms, graphs and in the school based data system. Behavioral Data: DMS, review of student records, interviews, conferences, and observations.

Describe the plan to train staff on MTSS.

Members of the RtI team will be trained during pre-planning week by the assigned school psychologist. The focus of the training will address the RtI process, collecting and graphing data and intervention strategies. Additional staff training will be facilitated during PLC's by the RtI team members.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

David Watkins, Principal
Sharon Grant, Assistant Principal DJJ
Liz Tatum, Assistant Principal
Mary Shaw, Reading Coach
Olga Wilson, Reading Coach
Beverly Croslin, ESOL Coordinator
Renee Hudson, Math Coach
Katie Moncrief, Science Coach/Department Chair
Sydney Culver, Curriculum Specialist
Debra Trohatos-Rosenberg, Media Specialist
Gayle Holland, Vocational Department Chair

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

The LLT will meet monthly and as needed to address school wide literacy needs, monitor progress of focus calendars/curriculum, provide support for instructional personnel, and facilitate best practice sharing via professional learning communities and mini-workshop sessions ("bite sessions"). The LLT will utilize the FCIM to monitor the effectiveness of literacy initiatives. Each member of the LLT will ensure that the literacy component is infused into all content areas and adequately meets the unique needs of students in our various programs. Team members will also provide data driven feedback and will make adjustments in regards to the curriculum area they monitor.

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

Over 90% of our students performed below level three proficiency. Our major area of focus will to effectively monitor the implementation of the K-12 Comprehensive Reading Plan. Efforts will be made to progress monitor students in all identified subgroups with frequent administrative, teacher, and student data chats. Additionally, professional development, the instructional focus calendar, reading and writing initiatives, and increasing the effective use of reading strategies across all content areas will be included in the area of focus for this year's LLT.

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.

All BROWARD DETENTION CENTER instructors are responsible for integrating reading strategies into daily instruction. All teachers are encouraged to become reading endorsed. Currently there are 3 teachers out of seven that are reading endorsed. In addition, teachers who qualify will benefit from NGCAR-PD training. The reading literacy team will work in conjunction with the leadership team to develop and implement initiatives that will enhance students' ability to improve their literacy skills. Administration will utilize informal walk through tools to observe the use of reading strategies into classes with feedback in order to enhance instruction. All content area teachers will participate in professional learning communities with a focus on unwrapping reading benchmarks in order to target instruction and infusing reading strategies during instruction. The Reading Coaches and PLC facilitators will coach, model, and monitor all instructional staff on the implementation of reading and writing instruction, which will include daily and on-going support. Reading coaches will also work with staff to become CRISS and/or MCREL trained. Administrators and coaches will monitor the implementation of IFC's and assessments. The use of Weekly Reader, Scholastics, and DEAR, are a few programs and activities that will be utilized to enhance to supplement the learning process.

Upon entry into BROWARD DETENTION CENTER all students receive a battery of assessments that will assist in personalizing and individualizing the educational experience for all youth assigned to this DJJ program. Both a career inventory and CHOICES are administered to obtain insight to students' strengths, weaknesses, and interests. Counselors utilize this information to meet with students to develop an academic plan, while instructional staff will use this information to develop short and long term academic goals. Mentor opportunities, guest presenters, Florida Ready to Work, etc. are also used to promote academic and career planning. The BRACE advisor will meet with students to provide an overview of college readiness and access to vocational/technical schools. The BRACE Advisor will schedule a career day with specific invited post-secondary and professional organizations for students to meet. The BRACE Advisor/counselors will hold informational meetings with students to discuss relevant career and college planning overviews. The BRACE Advisor will arrange visits by college/university and technical school reps. Select students will be encouraged to take coursework via APEX and Florida Virtual School to accelerate credit recovery and obtain pre-requisites for post-secondary opportunities.

*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?

The relationship between subjects and the relevance to students' future is made possible by utilizing a variety of means such as discussions, student made projects, technology integration, course work, and guest presentations. Due to the nature of DJJ academic programs there are several limitations that hinder the implementation of certain resources and courses that can be taught. Access to the Broward Educational Enterprise Portal (BEEP) is a resource that enables both instructors and students the opportunity to access a library of digital resources in lieu of field trips and limited hands on opportunities. BEEP contains curriculum lesson plans, remedial tutorials, and many other applications that are aligned to the Next Generation Sunshine State Standards. BEEP will be incorporated into the daily instructional lesson to expose students to applications such as virtual labs and the Junior Achievement curriculum. Junior Achievement is designed to provide students with hands on experience in developing knowledge of entrepreneurship and financial literacy. This program will be facilitated by a school based staff utilizing the "train the trainer" model.

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?

Postsecondary Transition

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

Data from the High School Feedback Report is not available for BROWARD DETENTION CENTER. Students enrolled in BROWARD DETENTION CENTER receive academic and career counseling from the guidance counselor and BRACE advisor. The guidance counselor develops an academic program that is personalized and individualized in order to meet the needs of each youth. Students are counseled based on an initial career inventory that was assessed during the youth's intake. During these sessions youth are informed of vocational opportunities and post secondary options available after graduation. Students will also create user accounts for FLChoices.org to access resources that will allow them to explore career and academic programs. Guest presenters from various colleges such as Broward College will also provide an overview of enrollment requirements, academic majors, and financial aid. Students will also prepare for postsecondary opportunities by recovering credits, taking college readiness courses, and accessing Florida Virtual School. Students will also have access to ACT and SAT prep, as well as, the ASVAB test.

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:	By June, 2013 13% (78) of the students in grade 5 through 12 will make learning gains in reading on the FCAT Assessment
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
2012 7%(78) of the students in grade 5 through 12 will make learning gains in reading on the FCAT Assessment	By June, 2013 13% (78) of the students in grade 5 through 12 will make learning gains in reading on the FCAT 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
1	Students receiving insufficient instruction in reading strategies that increase comprehension.	*Through our small learning community teacher, Reading Coach, Reading Resource teacher will begin to align instruction to the common Core standards. *Students will be placed in appropriate reading class based on state reading placement charts *Small group differentiated instruction. *Teachers will utilize daily vocabulary routines outlined in the EDGE curriculum, such as vocabulary notebooks and text read aloud for level 1 and 2 9th and 10th grade students. *Reading coach, Reading Resource Teacher, Science Coach, and teachers will model effective use of instructional strategies. *Instructional staff will receive training on effective use of reading strategies across content areas	Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	*On-going data chats *Progress monitoring data reports and analysis *Weekly small learning community meetings and collaboration conducted by the reading coach *Professional development follow up *Classroom walkthroughs and informal observations with feedback *Site-based Reading Coaches, Reading Resource teacher and Science Coach will provide professional development based on differentiated instruction and aligning instruction to the common core. Teacher and student needs at each school.	*Florida Assessments for *Instruction in Reading (FAIR) * Reading Endorsement *Progress Monitoring and Data Analysis * Mini benchmarks Assessments *Benchmarks Assessments * FCAT 2.0 *Common Assessment (WIN)
	Students lack exposure to higher-order	*Teachers will utilize higher order questioning	Principal David Watkins	*On-going data chats and	* Florida Assessments for

2	questioning during classroom instruction	stems and solicit feedback from students during daily instruction. * Group and individual remediation and reading intervention. *Teachers will use chucking to help the student understand the text. *Effective modeling of reading and comprehension strategies	Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	On-going progress monitoring data reports and analysis *Weekly small learning community meetings and collaboration conducted by the reading coach *Professional development follow up *Classroom walkthroughs and informal observations with feedback *Site-based reading coaches provide professional development based on differentiated teacher and student needs at each school d Careers.	* Instruction in Reading (FAIR) *Reading Endorsement *Progress Monitoring and Data Analysis *Mini benchmarks Assessments * Benchmarks Assessments *FCAT 2.0 Common Assessment (WIN)
3	Students lack exposure to higher-order questioning during classroom instruction	*Students will cite thorough textual evidence to support analysis of what the text says explicitly as well as Inferences drawn from the text. *Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings, analyze the cumulative impact of specific word choices on meaning and tone. Daily essential questions with opportunities for Feedback *Small group and Individual remediation and reading intervention Effective modeling of reading and Comprehension strategies Use graphic organizers to help build background knowledge Using the FAIR resources to re-teach/remediate benchmarks as needed. Participate in DEAR (Drop Everything And Read) Novel Studies to motivate the levels 3 students.	Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	*Weekly small learning community meetings and collaboration conducted by the reading coach *Professional development follow up *Classroom walkthroughs and informal observations with feedback *Site-based reading coaches provide professional development based on differentiated teacher and student needs at each school	*Instruction in Reading (FAIR) * Reading Endorsement * Progress Monitoring and Data Analysis *Mini benchmarks Assessments * Benchmarks Assessments * FCAT 2.0 *Common Assessment (WIN)

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

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

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

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

<div align="center">No Data Submitted</div>

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:	To increase students exceeding level 4 and 5 proficiency in reading on the 2011 administration of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of high order instruction to meet the needs of level 4 and 5 students.	Novel Studies promoting research projects base learning Reading strategies are taught across the content area. Using technology to gather research information on assigned topics. Unit studies that include comprehension, discussion, think pair share, and writing activities, etc	Principal: David Watkins Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: Lashawnda Buckner	Teachers will participate in professional learning communities Assistant Principal and Reading Coach will conduct weekly classroom walk- troughs to ensure students are receiving differentiated instructions. Administrators and Reading Coach will review the mini benchmark assessment bi-weekly.	2011 FCAT, FAIR Assessment, Mini Benchmark Assessments Six Traits Writing Rubric Credit Reports BASI Assessment
2	Lack of student motivation to work at higher levels	Provide incentives and encourage students to work at higher level of expectations. Integrate technology, infuse project based learning activities. Assign a monthly theme project base learning to your level 4 & 5 to work independently as a small study group.	Principal: David Watkins Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: Lashawnda Buckner	Assistant Principal and Reading Coach will conduct weekly classroom walk- throughs Reading Coach will provide professional development for research based projects. Reading Coach and Assistant Principal will monitor teachers The Administrator will check lesson plans to see that higher level instruction is included in the lesson plans. Data Chats students & Teachers Data chats for Reading coach and teachers	2011 FCAT, FAIR Assessment, Mini Benchmark Assessment Six Traits Writing Rubric Project Base Learning Rubric Formal & Informal test Teacher made test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2011 10% (13) of students tested will make learning gains in reading on the administration of FACT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of the students tested made learning gains in reading on the 2010 administration of the FCAT	By June 2011 10% (13) of students tested will make learning gains in reading on the administration of FACT Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of reading support in content areas.	Reading coach will share CRISS strategies with teachers that support the content area text. Continue to use research base curriculum that is used to deliver high quality, explicit, and systematic initial instructions for students in grade 6-12. Use differentiated instruction especially when you have different levels of students.	Principal: David Watkins Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: Lashawnda Buckner	The Reading coach will support the content area teachers with feedback on their use of CRISS/McCrel reading strategies. Reading Coach will visit the content area teachers bi-weekly Share best practices with the content area teachers Review the K-12 reading plan Conduct classroom walk-throughs	Mini Benchmarks Instructional Focus calendar Daily lesson plans
	Students Limited use of background knowledge	Teaching reading strategies for understanding Teacher best practice sharing during common	Principal: David Watkins Assistant Principal: Mark Howard State Reading Coach: Mary Shaw	The Reading coach will monitor the K-12 use of the K-12 reading plan The coach will encourage content area teachers to become CAR-Pd certified.	Mini Benchmarks Instructional Focus calendar Daily lesson plans

2		planning Monitoring Comprehension- use appropriate strategies to resolve problems in comprehension Use FAIR Resources	Title I Reading Coach: Lashawnda Buckner	Assistant principal and reading coach will conduct classroom walk-throughs Review Instructional Focus Calendar	
3	3 Students limited abilities to use strategies to comprehend text	Teaching reading strategies for understanding Teachers share best practice during common planning. Thompson Academy will progress monitor the level 3's students using The FAIR Florida Assessment of Instructional Reading. Pairing technology with instruction for DATA Chats. Use graphic organizers to help build background knowledge Using the FAIR resources to re-teach/remediate benchmarks as needed. Participate in DEAR (Drop Everything And Read) Novel Studies to motivate the levels 3 student	Principal: David Watkins Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: Lashawnda Buckner	Data from the District Benchmark Assessment Test (BAT) will be used to identify weakness and strength of students. CRISS/McCrel reading strategies taught across the content, in English, Science, and Social Studies. Use the EDGE Cluster Benchmark test Classroom walk throughs	BAT 1&2 2011 FCAT Mini Benchmarks Instructional Focus calendar Daily lesson plan

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

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2011, 20% (5)of the students in the lowest 25% of grade 3 through 10 will make learning gains in reading on the 2011 administration of the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Data Not Available		20 of the students in the lowest 25% of grades 3 through 10 will make learning gains in reading on the administration of the 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	Lack of re-teaching skills to students performing below mastery	Utilizing FCIM to identify students for re-teaching and tutorials Provide FCIM training Use comprehension core and intensive reading program. Use Tier I, II, III instruction, lesson sequence to meet the needs of on level learners, advance learners, below level learners, English - language learners, and ESE learners. Use immediate intervention.	Principal: David Watkins Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: Lashawnda Buckner	Administration and Reading Coach Conduct classroom walk throughs Student-teacher data chats Teacher feedback to students Reading Coach data chats with teachers	Mini Benchmarks Instructional Focus calendar Daily lesson plans BAT 1 & 2 2011 FCAT FAIR Assessment
2	Lack of engagement among students performing below proficiency	Integrate activities and strategies that address the needs of students performing below proficiency Share best practices across content areas Using research based reading program EDGE A, B, & C for High school students. Also, Reward and Read XI for Middle School. Use the Seven Reading Strategies taught in the EDGE curriculum: Plan and Monitor Determine Important Make Inference Ask Questions Make Connections Synthesize Visualize	Principal: David Watkins Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: Lashawnda Buckner	Administration and Reading Coach Conduct classroom walk throughs Student-teacher data chats Teacher feedback Reading Coach data chats with teachers	Mini Benchmarks Instructional Focus calendar Daily lesson plans BAT 1 & 2 2011 FCAT FAIR Assessment
3	Lack of tiered instructions	The classes are 75 minutes block using the Florida Formula for Reading Success. Plan before, during and post reading instructions. Use comprehension core and intensive reading program. Use Tier I, II, III instruction, lesson sequence to meet the needs of on level learners, advance learners, below level learners, English - language learners, and ESE learners. Use immediate intervention	Principal: David Watkins Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: Lashawnda Buckner	Administration and Reading Coach Conduct classroom walk through. Student-teacher data chats Teacher feedback Reading Coach data chats with teachers	Mini Benchmarks Instructional Focus calendar Daily lesson plans BAT 1 & 2 2011 FCAT FAIR Assessment

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2011, 10%(3) of the ethnicity subgroup grade will make adequate yearly progress in reading on the 2010 administration of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	10%(3)of the ethnicity subgroup will make adequate yearly progress in the reading on the 2010 administration

	Problem-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	Reading strategies are not taught across the curriculum.	All content area teachers will infuse pre-reading strategies into daily instruction. Reading Coach will develop a secondary instructional focus calendar to include all content areas to support reading.	Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: Lashawnda Buckner	The administrator and reading coach will conduct classroom walk through's to monitor effective use of instructional strategies. Administrator will check lesson plans for the inclusion of reading strategies. Data from benchmark assessments will be used to identify deficiencies.	Mini Benchmarks Instructional Focus calendar Daily lesson plans Secondary Focus Calendar Student work samples Administrator observations BAT 1 & 2 2011 FCAT
2	Students lack motivation to read	Develop lessons and target interventions based on student individualized needs. Use differentiation to connect students varying styles of learning.	Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: Lashawnda Buckner	The administrator and reading coach will conduct through classroom walk through Administrator will check lesson plans for the inclusion of reading strategies. The Reading Coach will model effective teaching strategies	Mini Benchmarks Instructional Focus calendar Daily lesson plans Secondary Focus Calendar Student work samples Administrator observations BAT 1 & 2 2011 FCAT
3	Lack of engagement among students performing below proficiency	among students performing below proficiency Integrate activities and strategies that address the needs of students performing below proficiency. Share best practices across content area. Use differentiated	Principal: David Watkins Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: Lashawnda Buckner	The administrator and reading coach will conduct through classroom walk through Student-teacher data chats Teacher feedback to students	Mini Benchmarks Instructional Focus calendar Daily lesson plans Secondary Focus Calendar Student work samples Administrator observations BAT 1 & 2

| | | instructions.
Use Tier II, III instruction, lesson sequences to meet the needs of all learners. | | | 2011 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students performing below proficiency will be reduced by 10%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Data Not Available	Data Not Available

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers effectively utilizing accommodations to address learner needs	Content teachers will receive support from the ESE specialist and ESE support facilitator to provide assistance to students in SWD subgroup. Teachers who instruct Students with Disabilities (SWD) will include the use of ESE strategies to meet the need of these learner.	Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Chiffone, ESE Specialist Linda Sacco,ESE Support	Master Schedule review Administration and Reading Coach Conduct classroom walk through. Student-teacher data chats Teacher feedback Reading Coach data chats with teachers Progress reports	Teacher made ssessments, mini assessment, BAT, or Florida Assessment for Instruction in Reading (FAIR).
	Students lack ability to perform at grade level	Students will be appropriately assigned based on the struggling	Jeaneane Chiffone, ESE Specialist Linda Sacco,ESE Support	Master Schedule review Administration and Reading Coach Conduct classroom walk through.	assessments, mini assessment, BAT, or Florida Assessment for

		readers chart Student will have a current IEP Teachers will be familiar with the student's disability and accommodations	Assistant Principal: Mark Howard State Reading Coach: Mary Shaw	Student-teacher data chats Teacher feedback Reading Coach data chats with teachers Progress reports	Instruction in Reading (FAIR)
2					

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:	By June 2011, 10% (3) of the Economically Disadvantaged Subgroup will make adequate yearly progress in reading on the 2011 administration of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)the Economically Disadvantaged Subgroup made adequate yearly progress in reading on the 2010 administration of the FCAT.	By June 2011, 10% (3) of the Economically Disadvantaged Subgroup will make adequate yearly progress in reading on the 2011 administration of the 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	Students lack of access to reading and technology.	Teachers will have technology embedded into their instruction. The FCAT, FAIR, Oral Reading Fluency and DAR assessment data will be used to determine the model of instruction with guided and independent practice delivered. Use supplemental materials from the Struggling Reading Chart.	Principal: David Watkins Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: LashawndaBuckner	Students will be assessed using FAIR (OPM) three times annually and bi-weekly mini- benchmark assessments. Computer logs Monitor by Reading Coach, Mary Shaw Administrator, Mark Howard	FAIR (OPM) and DAR data when appropriate will be used to determine student progress. Completed project base lessons Student Works Student's folders
2	Lack of instructional reading strategies school wide.	Develop a secondary instructional Focus calendar that will include target areas of instruction within the benchmarks. Provide staff development and resource support. CRISS/McCrel strategies will be taught in Science, Social Studies, English and Reading classes	Assistant Principal: Mark Howard State Reading Coach: Mary Shaw Title I Reading Coach: Lashawnda Buckner	Data from the District Benchmark Assessment Test (BAT) will be used to identify skill deficiencies. CRISS/McCrel strategies will be utilized to assist students. Weekly Mini assessments and EDGE cluster benchmark assessments. Teachers will be monitored and observed for implementation of the District K-12 Comprehension Reading Plan components in lesson plans and practice by administration. Conduct Classroom walk throughs	District Benchmark Assessments and Mini assessments FAIR Assessment (OPM) 2011 FCAT

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

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

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

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

CELLA Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	To increase the number of math students making learning gains by 20%
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	Due to our transient population, teachers may not have an opportunity to cover all the standards outlined in the curriculum with the student.	* Utilize the district pacing guide/IFC * Compass Odyssey * Continuous monitoring of student progress. * FCAT Prep/Remediation Sessions.	Sharon Grant (Assistant Principal) Renee Hudson (Math Coach)	*Observations * Data Chats * PLC Meetings	* Math FCAT * Teacher-made/District Assessments * Progress Reports * GED Report
2	Data chats are not facilitated frequently with the students.	* Conduct quarterly data chats with students and teachers. * Virtual Counselor Student Data Scavenger Hunt.	Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	* Leadership Team will meet monthly to discuss school-wide data. * Teachers will conduct data chats with students each quarter.	* Data Chat Logs * Student Self Assessment

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

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

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

No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase the percentage of students achieving above level 3 proficiency (level 4 and 5) on the 2011 administration of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are currently performing at a high level and if teachers are unable to differentiate instruction or incorporate rigor into their lessons for these students their achievement level may decrease.	1. Integrate differentiated instruction using the 8- Step Instructional Process and Marzano's High Yield Strategies. 2. Explain and illustrate the use of mathematical terms and concepts; make connections to use of terms in everyday application and language. 3. Infuse the secondary IFC (Instructional Focus Calendar) to support direct instruction by identifying multi-week benchmarks, mini-assessments, vocabulary development, writing prompts, and summative assessments. 4. Construct math tests, which incorporate real world applications at all levels of high order thinking skills.	Mark Howard (Assistant Principal) Renee Hudson (Math Coach)	1. CWT 2. Data Chats 3. PLC Meetings	1. District Math BAT 1 and BAT 2 2. In-House Mini-BAT Assessments 3. Lesson Study Plan 4. Math FCAT 5. Algebra End of Course (EOC) Exams 6. Teacher-made Assessments
2	Lack of student awareness on their academic progress.	1. Conduct data chats with students and teachers. 2. Virtual Counselor Student Data Scavenger Hunt.	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data. 3. Teachers will conduct data chats with students each semester.	1. Data Chat Logs 2. Student Self Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	

Mathematics Goal #2b:	

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	To increase the percentage of students in the lowest 25% making learning gains on the 2011 administration of FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not utilize supplemental resources that are available to them to provide students with mathematical instruction.	1. Implement the district and secondary Instructional Focus Calendar (IFC) 2. Understanding Math Program 3. Compass Odyssey 4. Continuous monitoring of student progress. 5. The use of visual organizers to cue important parts of concepts. 6. The Math Coach will be available to assist math teachers with helping students acquire basic and higher level skills, high yield instructional strategies, the use of graphic organizers, and other materials produced by research-based programs.	Mark Howard (Assistant Principal) Renee Hudson (Math Coach)	1. CWT 2. Data Chats 3. PLC Meetings	1. District Math BAT 1 and BAT 2 2. In-House Mini-BAT Assessments 3. Lesson Study Plan 4. Math FCAT 5. Algebra End of Course (EOC) Exams 6. Teacher-made Assessments 7. Progress Reports
	Lack of student	1. Conduct data chats	Mark Howard	1. Leadership Team will	1. Data Chat Logs

2	awareness on their academic progress.	with students and teachers. 2. Virtual Counselor Student Data Scavenger Hunt. 3. Peer-Observations	(Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data. 3. Teachers will conduct data chats with students each semester.	2. Student Self Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in lowest 25% will demonstrate learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not 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
	The curriculum is competency based and students work at their own pace. Students may not cover all the Next Generation Sunshine State Standards (NGSSS) in the curriculum to demonstrate learning gains during the 2010-2011 school year.	1. Implementation of the district and secondary Instructional Focus Calendar (IFC) 2. Understanding Math Program 3. Compass Odyssey 4. Continuous monitoring	Mark Howard (Assistant Principal) Renee Hudson (Math Coach)	1. CWT 2. Data Chats 3. PLC Meetings	1. District Math BAT 1 and BAT 2 2. In-House Mini-BAT Assessments 3. Lesson Study Plan 4. Math FCAT 5. Algebra End of Course (EOC) Exams

		of student progress. 5. The use of visual organizers to cue important parts of concepts. 6. The Math Coach will be available to assist math teachers with helping students acquire basic and higher level skills, high yield instructional strategies, the use of graphic organizers, and other materials produced by research-based programs.			6. Teacher-made Assessments 7. Progress Reports
2	Lack of student awareness on their academic progress.	1. Conduct data Chat with students and teachers. 2. Virtual Counselor Student Data Scavenger Hunt. 3. Peer-Observations	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data. 3. Teachers will conduct data chats with students each semester.	1. Data Chat Logs 2. Student Self Assessment

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	To increase the level of proficiency for this AYP subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the competency-based curriculum	1. Modify student assignments and utilize	Mark Howard (Assistant	1. CWT 2. Data Chats	1. District Math BAT 1

1	students from all AYP ethnicity subgroups (White, Black, and Hispanic) may not be able to review all the NGSS Standards with their teachers prior to the end of the school year.	math-learning plans. 2. Use visual organizers to cue important parts of concepts. 2. Implement the secondary Instructional Focus Calendar (IFC) 4. Continuously monitor student progress. 5. The Math Coach will be available to assist math teachers with helping students acquire basic and higher level skills, high yield instructional strategies, the use of graphic organizers, and other materials produced by research-based programs. learners. Professional development opportunities will be provided for instructional staff to assist students experiencing frustration. Utilize chucking methodology to increase student success.	Principal) Renee Hudson (Math Coach)	3. PLC Meetings	and BAT 2 2. In-House Mini-BAT Assessments 3. Lesson Study Plan 4. Math FCAT 5. Algebra End of Course (EOC) Exams 6. Teacher-made Assessments 7. Progress Report
2	Teachers may not provide students with multiple opportunities to assess and apply what they have learned.	1. Model the use of metacognition (problem solving learning strategies). 2. Teach problem solving strategies. 3. Students will attend weekly Math Lab sessions to utilize the Understanding Math Software program. 4. Review NGSSS problems of the day to build and increase students mathematical background knowledge.	Mark Howard (Assistant Principal) Renee Hudson (Math Coach)	1. CWT 2. Teacher Observation 3. PLC Meetings 4. Student-Teacher Conference	1. District Math BAT 1 and BAT 2 2. In-House Mini-BAT Assessments 3. Lesson Study Plan 4. Math FCAT 5. Algebra End of Course (EOC) Exams 6. Teacher-made Assessments 7. Student Self-Assessment

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

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

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

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	To increase student proficiency for this AYP subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be placed in appropriate courses based on their achievement level.	1.Pretest identified students using STAR Math or the GMADE. 2. Based on the data obtained from the FCAT and alternative assessments along with recommendations from the math matrix, struggling students will be placed in pre-algebra	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) Kendra Nichols (Guidance Director)	1. Data Review of student progress on a monthly basis.	1. District BAT 1 and BAT 2 2. In-House Mini-BAT Assessments 3. Lesson Study Plan 4. Math FCAT 5. Algebra End of Course (EOC) Exams 6. Teacher-made Assessments

				7. Student Self-Assessment 8. Alternate Assessments (STAR Math and GMADE)

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

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

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
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				

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:	Increase the students scoring level 3 by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Available	Not 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
	Multiple levels of student learners are grouped in each course.	* Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies. * Utilize the district pacing guide to support direct instruction by identifying assessed benchmarks and administering assessments aligned with Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS).	Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers	* Classroom Walk-Through (CWT) * Data Chats * Professional Learning Community (PLC) Meetings	* Lesson Study Plan * Algebra End of Course (EOC) Exam * Teacher-made/District Assessments * Student Self-Assessment * Student Progress Report * GED Report

1		* Use test data to monitor student progress and areas needing re-teaching for continuous progress and provide accommodations and modifications to the curriculum. * Incorporate the use of technology into daily instruction (High School Compass Odyssey, Understanding Math, Resources from the Online Textbook and Math Wiki). * Engage students in Algebra End-of Course (EOC) prep/remediation sessions.			
2					
3	Data chats are not facilitated frequently with the students.	* Conduct quarterly data chats with students and teachers. * Virtual Counselor Student Data Scavenger Hunt.	Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	* Leadership Team will meet monthly to discuss school-wide data. * Math Coach will meet with math teachers to discuss student data. * Teachers will conduct data chats with students each quarter.	* Data Chat Logs * Student Self Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Increase the number of students achieving Level 4 and 5 by 6%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Available	Not 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
	Teachers may not be familiar with the skills, rigor and strategies needed to instruct learners who are currently performing a level 4 or 5	* Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies. * Utilize the district pacing guide to support direct instruction	Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers	* i-Observations * Data Chats * PLC Meetings	* Algebra End of Course (EOC) Exam * Teacher-made/District Assessments * Student Progress Reports * GED Report

1		by identifying assessed benchmarks and administering assessments aligned with Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS). * Engage students in Algebra End-of Course prep/remediation sessions. * Provide students with online learning activities that are academically challenging.			
2	Data chats are not facilitated frequently with the students.	* Conduct data chats with students and teachers. * Virtual Counselor Student Data Scavenger Hunt.	Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	* Leadership Team will meet monthly to discuss school-wide data. * Math Coach will meet with math teachers to discuss student data. * Teachers will conduct data chats with students each semester.	* Data Chat Logs * Student Self Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Increase the number of student scoring a level 3 by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Level 3 students will maintain or demonstrate a 15% increase in proficiency as demonstrated by their mean scale score.

Problem-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	Multiple levels of student learners are grouped in each course.	* Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies. * Utilize the district pacing guide to support direct instruction by identifying assessed benchmarks and administering assessments aligned with Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). * Use test data to monitor student progress and areas needing re-teaching for continuous progress and provide accommodations and modifications to the curriculum.	Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers	* Classroom Walk-Through (CWT) * Data Chats * Professional Learning Community (PLC) Meetings	* Lesson Study Plan * Geometry End of Course (EOC) Exam * Teacher-made/District Assessments * Student Self-Assessment * Student Progress Report * GED Report

		* Incorporate the use of technology into daily instruction (High School Compass Odyssey, Understanding Math, Resources from the Online Textbook and Math Wiki). * Engage students in Geometry End-of Course (EOC) prep/remediation sessions.			
2	Data chats are not facilitated frequently with the students.	* Conduct quarterly data chats with students and teachers. * Virtual Counselor Student Data Scavenger Hunt.	Sharon Grant (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	* Leadership Team will meet monthly to discuss school-wide data. * Math Coach will meet with math teachers to discuss student data. * Teachers will conduct data chats with students each quarter.	* Data Chat Logs * Student Self Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Increase the number of students achieving Level 4 and 5 proficiency to 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Increase the number of students achieving Level 4 and 5 proficiency to 6%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not be familiar with the skills, rigor and strategies needed to instruct learners who are currently performing at level 4 or 5.	* Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies. * Utilize the district pacing guide to support direct instruction by identifying assessed benchmarks and administering assessments aligned with Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS).	Renee Hudson (Math Coach) Math Teachers	* i-Observations * Data Chats * PLC Meetings	* Geometry End of Course (EOC) Exam * Teacher-made/District Assessments * Student Progress Reports * GED Report

* Engage students in Geometry End-of Course prep/remediation sessions. * Provide students with online learning activities that are academically challenging.	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :				

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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
The PLC will focus on how to successfully implement the Common Core State Standards across the curriculum	7- 12 Mathematics	PLC	All Teachers	September 16, 2012 October 4, 2012 November 1, 2012 December 6, 2012 January 10, 2013 February 21, 2013 March 14, 2013 April 4, 2013	PLC binder will be maintained and will contain the following: a) Reflection Logs b) Agendas c) Handouts	Sydney Culver

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Formative Assessments	Curriculum program will offer various pathways to meet specific needs of students as they master rigorous course work and are progressing towards Formative assessments will be used to gage students' strengths and weaknesses in accordance with prescribed intervention strategies: Diagnostic Tests	School Budget	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
TI-34 Multi-View Scientific Calculator and TI 84 Graphing Calculator	Students will use the hand-held calculators in Geometry, Algebra II and ACT classes on a daily basis to become familiar with the use and function of a scientific/graphing calculator. Approved calculators will also be available for students to use on both the Geometry EOC and ACT assessments.	School Budget	$2,500.00
TI-34 Multi-View Scientific Calculator and TI 84 Graphing Calculator	Students will use the hand-held calculators in Geometry, Algebra II and ACT classes on a daily basis to become familiar with the use and function of a scientific/graphing calculator. Approved calculators will also be available for students to use on both the Geometry EOC and ACT assessments.	School Budget	$2,500.00
			Subtotal: $5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The PLC will focus on how to successfully implement the Common Core State Standards across the curriculum	Teachers will be trained by the Reading and Math Coach on how to successfully implement English Language Arts and Mathematics Common Core State Standards across the curriculum to prepare students for the rigorous demands of career and post-secondary programs.	District Budget	$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: $6,000.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Teachers will provide standards based instruction to increase student knowledge of scientific concepts by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of scaffolded standards based instruction to support student knowledge of scientific concepts	Address all benchmarks utilizing a science instructional focus calendar weekly	Science Department Chair Science Teacher	Classroom observations Lesson Plans Weekly communication with instructors	CWT Science FCAT
2	Students need reinforcement of standards being taught throughout the science curriculum.	Scientific thinking will be infused throughout lesson delivery. Teachers will develop test questions aligned to test item specifications.	Science Department Chair Science Teacher	Classroom observations Lesson Plans Weekly communication with instructors	CWT Science 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students above proficiency will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack participation in hands on activities	Students will participate in hands-on enrichment to connect learning and relate scientific thinking.	Science Chair Science Teacher Mark Howard, AP	Classroom observations Lesson Plans Weekly communication with instructors	CWT Lesson plans Lab reports

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Florida Alternate Assessment High School Science Goals

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

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

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

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

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

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

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

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:	To teach and review all Biology benchmarks so that students will be adequately prepared for the Biology EOC assessment

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in DJJ program are not in the science classroom the entire academic year.	*Teachers will facilitate classroom instruction of biology content with fidelity. *Science Coach will work closely with students as an additional resource for delivery of biology content	Principal David Watkins Assistant Principal Sharon Grant Science Coach Lotoya Joseph-Brown Reading Coach Mary Shaw Reading Coach Gladymir Veillard	*Classroom observations (CWT) *Lesson Plans *Weekly communication with instructors *Assessments	*Biology EOC *Quizzes and Tests
2	Students are unable to participate in hands on activities due to program/facility limitations.	*Teacher will provide modified activities and/or virtual labs	Principal David Watkins Assistant Principal Sharon Grant Science Coach Lotoya Joseph-Brown Reading Coach Mary Shaw Reading Coach Gladymir Veillard	*Classroom observations (CWT) *Lesson Plans *Weekly communication with instructors *Assessments	*Biology EOC *Quizzes and Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	To teach and review all Biology benchmarks so that students will be adequately prepared for the Biology EOC assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending Data	Pending Data

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students in DJJ	*Teachers will	Principal	*Classroom	*Biology EOC

		program are not in the science classroom the entire academic year .	facilitate classroom instruction of biology content with fidelity. *Science Coach will work closely with students as an additional resource for delivery of biology content.	David Watkins Assistant Principal Sharon Grant Science Coach Lotoya Joseph-Brown Reading Coach Mary Shaw Reading Coach Gladymir Veillard	observations (CWT) *Lesson Plans *Weekly communication with instructors *Assessments	*Quizzes and Tests
1						
2	Students are unable to participate in hands on activities due to program/facility limitations.	*Teacher will provide modified activities and/or virtual labs	Principal David Watkins Assistant Principal Sharon Grant Science Coach Lotoya Joseph-Brown Reading Coach Mary Shaw Reading Coach Gladymir Veillard	*Classroom observations (CWT) *Lesson Plans *Weekly communication with instructors *Assessments	*Biology EOC *Quizzes and Tests

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

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

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

Science Budget:

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

		Subtotal: $0.00

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Given the evidenced based writing strategies, students will demonstrate continued growth in writing skills by scoring a 4.0 on FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Not Available	Data Not Available

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation	Teachers will teach with approaches that foster critical thinking skills, questioning, student decisionmaking, and independent learning.	Teacher, Curriculum Specialist, Principal, Asst. Principal	Weekly writing prompts, CWT, IFC	FCAT, DAR, FORF, Rubric, BASI Six-Traits Writing Rubric
2	Retaining learned writing strategies	Explicit instruction in all content area courses in order for students to become successful readers and writers in all subject areas	Teacher, Curriculum Specialist, Principal, Asst. Principal	Weekly writing prompts, CWT, IFC, Monthly Data Chats	FCAT, DAR, FORF, Rubric, BASI Six-Traits Writing Rubric
3	Ill prepared for higher learning	Inquiry based activities that connect writing practices with real world experiences and tasks	Teacher, Curriculum Specialist, Principal, Asst. Principal	Weekly writing prompts, CWT, IFC, Monthly Data Chats	FCAT, DAR, FORF, Rubric, BASI Six-Traits Writing Rubric

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

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

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

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

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

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

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

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

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

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:

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

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

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

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

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

Civics Budget:

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

End of Civics Goals

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

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	

U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

U.S. History Budget:

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

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:	The goal at Broward Detention Center is to effectively communicate to students and parents the importance of regular attendance. From classroom success to future occupational roles, great attendance produces great results
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
98.6% of the students have been in attendance during 2009-2010 school year	99% of the students have been in attendance during 2010-2011
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Data not available for detention facility.	Data not available for detention facility.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Data not available for detention facility.	Data not available for detention facility.

Problem-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	Court dates	Education staff and Detention staff will maintain open link of communication. Students will receive make- up assignments. Students will work with peer tutors designated by instructional staff.	Guidance counselor Department Chair	Guidance counselor will follow-up with teachers to ensure students receive make-up work. Guidance Counselor will receive docket prior to student transport.	Attendance records Student progress reports
2	Lack of instructional follow up when students attend doctor's appointment	Education staff and Detention staff will maintain open link of communication. Students will receive make- up assignments. Students will work with peer tutors designated by instructional staff.	Instructional Staff Guidance counselor	Guidance counselor will follow-up with teachers to ensure students receive make-up work. Guidance Counselor will receive notification prior to student transport.	Attendance records Student progress reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2011, the rate of student behavioral confinement will be reduced by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Data not available due to uniqueness of program.	Data not available due to uniqueness of program.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Data not available due to uniqueness of program.	Data not available due to uniqueness of program.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

Data not available due to uniqueness of program.	Data not available due to uniqueness of program.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Data not available due to uniqueness of program.	Data not available due to uniqueness of program.

	Problem-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	Limited opportunities to address the effects of negative peer Pressure	Reinforce positive peer learning techniques	Instructional Staff	Guidance counselor monitor student progress reports and treatment team documentation.	Discipline Matrix System
2	Lack of involving parents in the educational program	Promote existing family strengthening programs via-family day activities, treatment, etc.	Instructional Staff	Evaluation of the School Code of Conduct	School Code of Conduct Parent Involvement logs
3	Lack of integrating life skills in DJJ curriculum.	Students will participate in individual and group counseling focusing on anger management. Students will participate in conflict mediation to learn how to resolve conflict without aggression. Teachers will integrate life skills instruction.	Instructional Staff Therapist RTI Team	Instructional staff will monitor progress	Therapist documentation RTI team counseling notes

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Data not available.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
Data not available.	Data not available.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
Data not available.	Data not available.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance	Teachers and staff will identify students with attendance issues and document contacted parents in reference to the students attendance.	Administration, guidance counselor, family counselor and support staff.	Student conference, Parent contact and Parent conference.	TERMS Pinnacle
2	Tardiness/Truancy	Teachers and staff will contact the student and parents to inform the parties about the students Tardiness/Truancy	Administration, Teachers, guidance counselor, family counselor and appropriate	Student conference, parent contact and parent conference	TERMS Pinnacle

		issues.	support staff			

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parents of students are encouraged to be the active participants at the site based level program to improve the educational achievement and performance of the students being served in our facilities

	2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
	2010 current level of Parent Involvement 8%		2011 Expected Level of Parent Involvement will be 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
1	Students are housed in residential confinement areas. Parent meetings must be coordinated through the facility	Schedule open house in conjunction with the facility administrator	Assistant Principal, Lead Teacher	Documentation of parent involvement via treatment team, transition meeting, IEP meetings	Open house sign in/out log
2	Parents reside in counties outside Broward County	Personal phone calls or scheduled home visits will be utilized to provide student educational updates. Student progress will be communicated to students and parents via treatment team and IEP meetings	Transition Specialist, ESE Specialist	Documentation of parent involvement via treatment team, transition meeting, IEP meetings	Phone log, sign in /out log
3	Difficulty making contact with parents	Utilize monthly newsletters, parent link, school web site, and pinnacle to improve parent contact.	Principal, Assistant Principal and Therapist	Administrator will monitor postings of current events on school web site, newsletters and parent link.	Keep a log of attempts of communication with parents

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	90 % (126) of students will develop a personalized career exploration plan based on a career inventory 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
1	Ineffective use of technological resources	*Assign career teacher to computer lab *Unwrap 30 career competencies and target opportunities to integrate technology into instruction *Create student passwords for FLChoices.org	Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	*Internal mock quality assurance review *Classroom observations *Student and staff surveys EPEP *Interviews	* Internal mock quality assurance review * Classroom observations *Student and staff surveys
2	Insufficient career resources	*Survey current resources available *Acquire and align career resources needs with the 30 career competencies *Train teacher to effectively differentiate the resources delivered during career	Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard	*Internal mock quality assurance review *Classroom observations *Student and staff surveys *EPEP *Interviews	*Internal mock quality assurance review *Classroom Observations * Student and staff Surveys * EPEP

			instruction * teacher will utilized a variety of resources to supplement the delivery of career instruction	Science Coach Lotoya Joseph-Brown		* Interviews
3		Lack of depth of knowledge and rigor in career instruction	*Target career instruction utilizing the 30 career competencies *Utilize approved resources to facilitate career instruction *Implement project based activities to build on	Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	*Classroom-walkthroughs *Treatment Team *Small learning community Collaboration *Guidance and Brace Advisor logs	*Florida Choices *Career Inventory *Classroom-Walkthroughs *Guidance log

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

End of CTE Goal(s)

Additional Goal(s)

Transition Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Transition Goal Goal Transition Goal Goal #1:	By the end of the 2012-2013 school year, at least 82% of the students released from Thompson Academy ,who have not already earned their Diploma will be transitioned to a viable school placement option or a job training program.
2012 Current level:	2013 Expected level:
70% (100)	82% (106)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of internal transition program evaluation	*Conduct internal audit (mock quality assurance review) paying specific attention to transition indicators in order to identify areas that need improvement. *Revise transition procedures to improve areas of need and eliminate student barriers to effective transition	Principal David Watkins Assistant Principal Sharon Grant Reading Coach Mary Shaw Reading Coach Gladymir Veillard Science Coach Lotoya Joseph-Brown	*Quality Improvement Reviews (mock and state issued) *Review transition plans	*Transition Plans *Quality Assurance *Review Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

No Data Submitted

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 Transition Goal Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Formative Assessments	Curriculum program will offer various pathways to meet specific needs of students as they master rigorous course work and are progressing towards Formative assessments will be used to gage students' strengths and weaknesses in accordance with prescribed intervention strategies: Diagnostic Tests	School Budget	$1,000.00
				Subtotal: $1,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	TI-34 Multi-View Scientific Calculator and TI 84 Graphing Calculator	Students will use the hand-held calculators in Geometry, Algebra II and ACT classes on a daily basis to become familiar with the use and function of a scientific/graphing calculator. Approved calculators will also be available for students to use on both the Geometry EOC and ACT assessments.	School Budget	$2,500.00
Mathematics	TI-34 Multi-View Scientific Calculator and TI 84 Graphing Calculator	Students will use the hand-held calculators in Geometry, Algebra II and ACT classes on a daily basis to become familiar with the use and function of a scientific/graphing calculator. Approved calculators will also be available for students to use on both the Geometry EOC and ACT assessments.	School Budget	$2,500.00
				Subtotal: $5,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	The PLC will focus on how to successfully implement the Common Core State Standards across the curriculum	Teachers will be trained by the Reading and Math Coach on how to successfully implement English Language Arts and Mathematics Common Core State Standards across the curriculum to prepare students for the rigorous demands of career and post-secondary programs.	District Budget	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $6,000.00

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 (Uploaded on 10/24/2012)

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.

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

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found