FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR

District Name: Broward

Principal: Athena Guillen

SAC Chair: Aileen Delgado

Superintendent: Robert Runcie

Date of School Board Approval:

Last Modified on: 11/7/2012

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	Athena Guillen	B.A. in Family & Consumer Sciences from Florida State University M.S. in Elementary Education from Florida State University Educational Leadership Certification from Nova	2	6	'12 '11 '10 '09 '08 School Grade P A A A High Standards Rdg. 61 45 51 76 High Standards Math 91 88 83 86 Lrng Gains-Rdg. 63 54 57 69 Lrng Gains-Math 84 85 70 83 Gains-Rdg-25% 57 51 61 68 Gains-Math-25% 82 87 73 78
Assis Principal	Donyale McGhee	B.A. in Criminal Justice/Social Work from Florida A+M University M.S. in Educational	1	6	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 78 73 50 68 76 High Standards Math 80 91 88 83 86 Lrng Gains-Rdg. 76 67 76 85 69 Lrng Gains-Math 82 84 85 70 83

					Gains-Rdg-25% 73 68 70 74 68 Gains-Math-25% 85 82 87 73 78
Assis Principal	Geyler Herrera	B.A. in Elementary Education from Florida International University M.S. in Educational Leadership from Nova Southeastern University	2	2	'11 '10 '09 '08 '07 School Grade A A A A A High Standards Rdg. 86 86 96 92 92 High Standards Math 85 85 97 97 91 Lrng Gains-Rdg. 76 73 77 75 79 Lrng Gains-Math 60 64 80 85 79 Gains-Rdg-25% 74 65 86 81 88 Gains-Math-25% 63 62 86 86 74

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	Samantha Franconeri	Specialist, Educational Leadership Masters, Business Education Professional Educator's Certification K-6, Middle Grades Mathematics 5-9	2	3	'11 '10 '09 School Grade A A A High Standards Rdg. 73 50 68 High Standards Math 91 88 83 Lrng Gains-Rdg. 67 76 85 Lrng Gains-Math 84 85 70 Gains-Rdg-25% 68 70 74 Gains-Math-25% 82 87 73
Mathematics	Joseph Parker	Educational Leadership K-12	2	1	11 '10 '09 School Grade A A A High Standards Rdg. 73 50 68 High Standards Math 91 88 83 Lrng Gains-Rdg. 67 76 85 Lrng Gains-Math 84 85 70 Gains-Rdg-25% 68 70 74 Gains-Math-25% 82 87 73

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.Teach in Florida web-site to advertise openings	Principal and Assistant Principal	Ongoing	
2	2.Professional Learning Communities	Principal and Assistant Principal	Ongoing	
3	3. Merit Award Pay	Principal and Assistant Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
10	10.0%(1)	60.0%(6)	30.0%(3)	0.0%(0)	50.0%(5)	100.0%(10)	20.0%(2)	0.0%(0)	70.0%(7)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Aileen Delgado	Judy Alegre	By Subject Area and Teaching expertise	Bi-Weekly meetings, Professional Development, Data Chats, and Mentee Observations
Coretta Bovastro	Keisha Alexander	By Subject Area and Teaching expertise	Bi-Weekly meetings, Professional Development, Data Chats, and Mentee Observations
Joshua Williams	Jeffery Faine	By Subject Area and Teaching expertise	expertise Bi-Weekly meetings, Professional Development, Data Chats, and Mentee Observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team. Principal (Administrators): Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of RtI model. General Education Teachers (Reading and Math): Participate in student data collection; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students. Exceptional Student Education Teacher (ESE): Participate in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist. Counselors: Monitor student achievement; set-up parent-teacher conferences; develop academic contracts; and communicate with all stake-holders.

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

The Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading, Intensive Reading+ and Intensive Math classes Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science .Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Leadership team will determine the professional development and resources needed to optimize instruction and intervention.

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 Leadership Team will provide levels of support and interventions to students based on data. It will also monitor the fidelity of instructional delivery and intervention.

MTSS Implementation

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

Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), School-wide Diagnostic Assessment
Florida Assessments for Instruction in Reading (FAIR)
Progress Monitoring:
Progress Monitoring and Reporting Network (PMRN), Mini-assessments
Midyear:
Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR)
End of Year:
Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR)
Frequency of Data Days:
Once a quarter for data analysis
Jamestown, Success maker, Carnegie, Stop Drop and Test

Describe the plan to train staff on MTSS.

Principal (Administrators): Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of RtI model. General Education Teachers (Reading and Math): Participate in student data collection; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students. Exceptional Student Education Teacher (ESE): Participate in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist. Counselors: Monitor student achievement; set-up parent-teacher conferences; develop academic contracts; and communicate with all stake-holders.

Describe the plan to support MTSS.

The Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading, Intensive Reading+ and Intensive Math classes Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science .Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Leadership team will determine

the professional development and resources needed to optimize instruction and intervention.

TIER I
All of our students will receive high quality math/reading curriculum and instruction in our classroom. Our teacher will assist all students.

TIER II
All of our teachers will provide supplemental instructional support, in smaller groups, to students who need additional support to what they are receiving from the our general curriculum.

TIER III
We will provide intense instructional support is provided to our students with the greatest needs, with frequent progress monitoring that will be conducted by our Curriculum Coaches and administrative team members.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
Athena Guillen Principal
Donyale McGhee-Vice Principal
Geyler Herrera-Assistant Principal
Joseph Parker-Math Coach
Samantha Franconeri- Curriculum Coach
Monique Machado- Director of Guidance
Maria Fernandez-K Team Leader
Glenda Bodniza-First Grade Team Leader
Janet Riesgo- Third Grade Team Leader
Brenda Arostegui-Fourth Grade Team Leader
Brenda Arostegui -Fifth Grade Team Leader
Joshua Williams- Science Department Chair
Aileen Delgado- Social Science
Meg Jackson- Electives Department Chair

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

The Literacy Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a monthly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using Reading Plus, FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing in across the curriculum.

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

The major initiative for the 2012-2013 school year would be increase literacy across all curriculum. Increase understanding of differentiated instruction and continue to apply best practices. Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction.

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.

*Grades 6-12 Only

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

The Reading Coach and the school's administration will meet with teachers during scheduled department meetings to discuss lesson plan development, data talks, and student's portfolios. By utilizing these tools, all teachers in math, science, and social studies will be able to show evidence of instruction, assessment, and differentiation to address individual student needs. At Somerset Central we offer elective courses in art, technology, and career study. Many of these courses focus on job skills and talent development. Teachers also incorporate current events and reading passages that relate to concepts which allow students to create a connection between subject matter and daily lives.

*High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school offers a diverse array of integrated elective courses within each academy of study. Course selections are sent home for students to review with their parent. Then, students are scheduled to meet one-on-one with the counselors. At these meetings students' FCAT scores, interests, academic grades, and major of interest (ePEP) are reviewed to better meet student needs and interests. Many of these courses focus on job skills and talent development. Our teachers also incorporate current events and reading passages that relate to concepts which allow students to create a connection between subject matter and daily lives.

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

Students meet individually with guidance counselors to review and choose course selections annually. The counselors advise the students on which courses of studies would be relevant to their (E-PEP) career aspirations in addition to meeting state graduation requirements

Postsecondary Transition

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

The administration and counselors will work closely with all the students throughout the year to ensure students are on track to graduating and pursuing a post secondary education. The counselors are also active in encouraging students to take Honors, Advance Placement and Dual Enrollment Courses to help prepare the students in their post secondary plans. Counselors share information that includes but is not limited to yearly subject selection, high school graduation requirements, recovery courses, becoming eligible for Bright Futures, applying to post secondary institutes and financial aid. Somerset Academy Central Miramar will work to improve student readiness and the graduation percentage which includes encouraging more participation in National Assessments such as the PSAT, SAT and ACT.

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:	42% (55)/44% (58)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Reading assessment indicate that 42% of students achieved proficiency.	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 44%.

Problem-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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 4: Informational Text/Research Process	Emphasize Reading Strategies using Informational Text to determine validity and reliability of information Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category across content areas with a specific focus on science and social studies	Administration, Reading Coach, and LLT Team	Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category.	Formative: District BAT assessments, biweekly mini-benchmark assessments, teacher-generated classroom assessments, reports from FCAT Explorer. Summative: 2013 FCAT 2.0 Reading

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

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

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

		Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 4: Informational Text/Research Process	Emphasize Reading Strategies using Informational Text to determine validity and reliability of information Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category across content areas with a specific focus on Science and a social Studies	Administration, Reading Coach, and LLT	Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category	Formative: District BAT assessments, teacher-generated classroom assessments, reports from FCAT Explorer. Summative: 2013 FCAT Reading

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	57% (75) / 59% (77)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Reading assessment indicate that 57% of students made learning gains	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage

	Problem-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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 4: Informational Text/Research Process	mphasize Reading Strategies using Informational Text to determine validity and reliability of information Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category across content areas with a specific focus on Science and asocial Studies	Administration, Reading Coach, and LLT	Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category.	Formative: District BAT assessments, teacher-generated classroom assessments, reports from FCAT Explorer. Summative: 2013 FCAT Reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	64% (84) /66% (86)

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	The results of the 2012 FCAT 2.0 Reading assessment indicate that 64% of students made learning gains	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 66%.

Problem-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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 4: Informational Text/Research Process	Emphasize Reading Strategies using Informational Text to determine validity and reliability of information Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category across content areas with a specific focus on Science and Social Studies.	Administration, Reading Coach, and LLT	Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category.	Formative: District BAT assessments, teacher-generated classroom assessments, reports from FCAT Explorer. Summative: 2013 FCAT Reading
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test is Reading Category 4: Informational Text/Research Process	Emphasize Reading Strategies using Informational Text to determine validity and reliability of information Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category across content areas with a specific focus on science and social studies	Administration, Reading Coach, and LLT	Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category	Formative: District BAT assessments, teacher-generated classroom assessments, reports from FCAT Explorer. Summative: 2013 FCAT Reading

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 # Current level of non-proficiency in reading is 50%. In six years, school will reduce this level to 21% 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%(76) non-pr	52%(68) non-pr	46%(60) non-pr	40%(52) non-pr	34%(45) non-pr	

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:	Our goal for the 2012-2013 school year is to decrease the percentage of students not achieving proficiency by 2 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

The results of the 2012 FCAT 2.0 Reading assessment indicate that 50 % of students are not making progress.	Our goal for the 2012-2013 school year is to decrease the percentage of students not achieving proficiency by 2 percentage points to 48%.

Problem-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	The results of the 2012 FCAT 2.0 Reading assessment indicate that 50 % of students are not making progress.	Emphasize Reading Strategies using Informational Text to determine validity and reliability of information Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category across content areas with a specific focus on science and social studies	Administration, Reading Coach, and LLT	Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category	Formative: District BAT assessments, teacher-generated classroom assessments, reports from FCAT Explorer. Summative: 2013 FCAT Reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Our goal for the 2012-2013 school year is to decrease the percentage of students not achieving proficiency by 2 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Reading assessment indicate that 56 % of students are not making progress.	Our goal for the 2012-2013 school year is to decrease the percentage of students not achieving proficiency by 2 percentage points to 58%.

Problem-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	Decrease the number students reading below grade level.	Enroll students in a reading intervention course with highly qualified instructors that have taught intensive classes. Provide specific reading interventions, such as pull outs by the Reading Coach who will administer differentiated time and resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. The assessment data from the FAIR. Reading comprehension and vocabulary strategies will be integrated in all Intensive courses. Rubrics, graphic organizers and meta-	Language Arts Teachers, Department Heads, Administrators and Curriculum Specialist.	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies,studentsand parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. FCAT Test maker will be used to assess comprehension and mechanic skills; Summative evaluation will be conducted as part of	FAIR; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum

| | | cognitive strategies will be addressed on the Instructional Focus Calendars which will be provided to the teachers. | | | the 2012 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Our goal for the 2012-2013 school year is to decrease the percentage of students not achieving proficiency by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Reading assessment indicate of 100% students are not making progress.	Our goal for the 2012-2013 school year is to decrease the percentage of students not achieving proficiency by 2 percentage points.

Problem-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	Making all subgroups proficient in Reading	Emphasize Reading Strategies using Informational Text to determine validity and reliability of information Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category across content areas with a specific focus on science and Social Science	Administration, Reading Coach, and LLT	Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category	FAIR; Simulated FCATreading performance items; Benchmark Assessment Data; and 2010-2011 FCAT Assessment; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the

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:	Our goal for the 2012-2013 school year is to decrease the percentage of students making progress by 2 percentage points to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FCAT 2.0 Reading assessment indicate that 62 % of students are not making progress in reading	Our goal for the 2012-2013 school year is to decrease the percentage of students making progress by 2 percentage points to 60%.

Problem-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 results of the 2012 FCAT 2.0 Reading assessment indicate that 56 % of students are not	Emphasize Reading Strategies using Informational Text to determine validity and	Instructional Coaches and Administration	Following the FCIM model, teachers and coaches will meet to discuss lesson plans and	Formative: Classroom Assessments, BAT data,

| 1 | making progress | reliability of information

Teachers will use available test-prep materials, CRISS strategies, and classroom textbooks to teach and assess this reporting category across content areas with a specific focus on science and social studies | | data from classroom assessments and BAT to determine effectiveness of strategy | Summative: Reading |

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
Achieve 3000	9-12	Curriculum Coaches	High School Reading, Language Arts and Social Science Teachers	Early Release Teachers Planning	Formal Observations, PD follow up activities, RTI meetings and data chats	Administration and Curriculum Coaches
Analyzing Informational Text	9-12	Reading Coaches at school sites	High School Reading, Language Arts and Social Science Teachers	Early Release Teachers Planning	Formal Observations, PD follow up activities, RTI meetings and data chats	Administration and Curriculum Coaches
Determining Validity/Reliability	9-12	Reading Coaches at school sites	High School Reading, Language Arts and Social Science Teachers	Early Release Teachers Planning	Formal Observations, PD follow up activities, RTI meetings and data chats	Administration and Curriculum Coaches

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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

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:	Our goal for the 2012-2013 school year is to maintain the percentage of students at 100%
2012 Current Percent of Students Proficient in listening/speaking:	
The results of the 2012 CELLA Listening/Speaking assessment indicate that 100 % of students are proficient.	

Problem-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	The area of deficiency as noted on the 2012 administration of the CELLA Test in Listening/Speaking	Emphasize listening and speaking strategies to increase speaking fluency and listening skills Teachers will use a variety of instructional strategies: think-aloud, pair reading, listening to tapes, and role play	Administration, ESOL Coordinator, and LLT	Following the FCIM model, Reading Coach, LLT and classroom teachers will review assessment data weekly to ensure progress in this reporting category	Formative: District BAT assessments, teacher-generated classroom assessments, reports from FCAT Explorer. Summative: 2013 FCAT Reading and CELLA

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

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

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

CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

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:

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

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

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # 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:	Our goal for the 2012-2013 school year is to decrease the percentage of students not making progress by 2 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Algebra EOC assessment indicate that 52 % did not make satisfactory progress	White: 58 Black: 49 Hispanic: 50 Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 Algebra EOC assessment indicate that 52 % did not make satisfactory progress	Provide students with more practice in using graphing technology to graph, solve, and interpret quadratic equations; Provide students with more practice using quadratic equations to solve real-world problems; Provide inductive	Instructional coach, AP	Following the FCIM model, teachers and coaches will meet to discuss lesson plans and data from classroom assessments and BAT to determine effectiveness of strategy	Formative: Classroom Assessments, BAT data, Summative: Algebra EOC

		reasoning strategies that include discovery learning activities; Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.			

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Our goal for the 2012-2013 school year is to decrease the percentage of students not making progress by 2 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Algebra EOC assessment indicate that 67 % did not make satisfactory progress.	Our goal for the 2012-2013 school year is to decrease the percentage of students not making progress by 2 percentage points to 65%.

Problem-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	Decrease the number students Math below grade level.	Enroll students in a Math intervention course with highly qualified instructors that have taught intensive classes. Provide specific reading interventions, such as pull outs by the Math Coach who will administer differentiated time and resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. The assessment data from the EOC. Math application strategies will be integrated in all Intensive courses. Rubrics, graphic organizers and meta-cognitive strategies will be addressed on the Instructional Focus Calendars which will be provided to the teachers.	Math Teachers, Department Heads, Administrators and Curriculum Specialist.	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies,studentsand parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. FCAT Test maker will be used to assess comprehension and mechanic skills; Summative evaluation will be conducted as part of the 2012 FCAT.	IXL; Simulated FCAT Math performance items; Brain Honey data, Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; FCAT Explorer Carnegie Software; Provided and model professional development on incorporating Math strategies across the curriculum

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Our goal for the 2012-2013 school year is to decrease the percentage of students not making progress by 2 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

The results of the 2012 Algebra EOC assessment indicate that 67 % did not make satisfactory progress	Our goal for the 2012-2013 school year is to decrease the percentage of students not making progress by 2 percentage points to 65%.

Problem-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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Our goal for the 2012-2013 school year is to decrease the percentage of students not making progress by 2 percentage points to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Algebra EOC assessment indicate that 53% did not make satisfactory progress	Our goal for the 2012-2013 school year is to decrease the percentage of students not making progress by 2 percentage points to 51%.

Problem-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	The results of the 2012 Algebra EOC assessment indicate that 52 % did not make satisfactory progress.	The results from the 2012 administration of the Algebra EOC indicate Polynomials is an area of concern, with students averaging 50% proficiency in this category	Instructional Coaches and Administration	Following the FCIM model, teachers and coaches will meet to discuss lesson plans and data from classroom assessments and BAT to determine effectiveness of strategy	Formative: Classroom Assessments, BAT data, Summative: Algebra EOC

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	45%(45) /47%(47)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Algebra EOC assessment indicate that 45 % of students are proficient	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 47%.
Problem-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	The results from the 2012 administration of the Algebra EOC indicate Polynomials is an area of concern, with most students answering less than 30% of the questions correctly	Provide students with more practice in using graphing technology to graph, solve, and interpret quadratic equations; Provide students with more practice using quadratic equations to solve real-world problems; Provide inductive reasoning strategies that include discovery learning activities; Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle	Administrations and Instructional Coach	Following the FCIM model, teachers and coaches will meet to discuss lesson plans and data from classroom assessments and BAT to determine effectiveness of strategy	Formative: Classroom Assessments, BAT data, Summative: Algebra EOC

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results from the 2012 administration of the Algebra EOC indicate Polynomials is an area of concern, with students averaging 50% proficiency in this category	Provide students with more practice in using graphing technology to graph, solve, and interpret quadratic equations; Provide students with more practice using quadratic equations to solve real-world problems; Provide inductive reasoning strategies that include discovery learning activities; Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.	Instructional coach, AP	Following the FCIM model, teachers and coaches will meet to discuss lesson plans and data from classroom assessments and BAT to determine effectiveness of strategy	Formative: Classroom Assessments, BAT data, Summative: Algebra EOC

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:	49% /51%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Geometry EOC assessment indicate that 49% of students achieved proficiency.	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 51%.

Problem-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	The Results from the 2012 of the Geometry EOC indicated finding the lengths and midpoints of line segments in two-dimensional coordinate systems were concern areas.	Provide students with more practice in finding the lengths and midpoints of line segments in two-dimensional coordinate systems.	Administrations and Instructional Coach	Following the FCIM model, teachers and coaches will meet to discuss lesson plans and data from classroom assessments and BAT to determine effectiveness of strategy	Formative: Classroom Assessments, BAT data, Summative: Geometry EOC

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:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Geometry EOC assessment indicate that 31% of students achieved above level 4.	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 33%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 Geometry EOC assessment indicate that 31% of students achieved above level 4.	Provide inductive reasoning strategies that include discovery learning activities;	Instructional coach, AP	Following the FCIM model, teachers and coaches will meet to discuss lesson plans and data from classroom assessments and BAT to determine effectiveness of strategy	Formative: Classroom Assessments, BAT data, Summative: Geometry EOC

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
Carnegie	6-12	Curriculum Coaches	Math Instructors	Teachers Planning/ Early Release	Weekly Team meeting, and Weekly Data chats with coaches	Math Coaches, Team Leader

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Carnegie Training	Manuals and Computer Software	Operational	$15,000.00
			Subtotal: $15,000.00
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: $15,000.00

End of Mathematics Goals

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:
Problem-Solving Process to Increase Student Achievement	

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

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

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:	In 2013, the school will increase this level by 2% to 51%
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Administration of the Biology EOC, 49% of students scored level 3.	In 2013, the school will increase this level by 2% to 51%

Problem-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 Biology. Biology Goal #2:		In 2013, the school will increase this level by 2% to 35%		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	On the 2012 Administration of the Biology EOC, 30% of students scored level 3.		In 2013, the school will increase this level by 2% to 35%		

<center>Problem-Solving Process to Increase Student Achievement</center>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is having the students show growth within all levels.	1. Administer diagnostic pre and post-test to evaluate learning gains. 2. Teachers will assess the student's achievement of higher cognitive skills that are in coordination to the Sunshine State Standards. 3. Publisher and teacher created quizzes and tests to monitor progress. 4. 2011 Science Fcat will be disaggregated by the administration and Leadership Council members to determine effectiveness.	Teachers and Administration	1. Analyzing data generated from pre and post-tests 2. Differentiated instruction, Provide continual training on the 8-Step Continuous Improvement Model, Provide training to all teachers in Creating Independence through student –owned Strategies (CRISS) , New teachers will receive continuous mentoring throughout their first year of teaching; Online staff development courses sponsored by Broward County Public Schools	1. 8-Step Continuous Improvement Model Prentice Hall - Life Science 2.Glencoe/Pearson integrated science textbooks 3.Prentice Hall Modern Earth Science

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
Integrating Science into the Curriculum	6-12	Curriculum Coach and Team Leader	All Grade Levels	Early Release	Classroom visits and PD follow ups	Curriculum Coaches and Team Leaders

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
Carnegie Training	Manuals and Computer Software	Operational	$15,000.00
			Subtotal: $15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $15,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2013, school will increase percentage to 98%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Writing Assessment, 96% of students scored level 3 or higher.	In 2013, school will increase percentage to 98%.

Problem-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	Unknown factors in state-grade system may effect student grades	Teachers will continue to provide instruction in and feedback for writing strategies for expository and persuasive essays that align with the FCAT Writing assessment while monitoring developments FLDOE that pertain to scoring of FCAT Writes	Instructional Coach and the administration	Following principles of FCIM, instructional coaches and classroom teachers will use data from classroom writing assessments, given on Stop, Drop and Test Days, to assess the effectiveness of instruction	Formative-Classroom assements Summative-FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
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

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Somerset Academy Central will increase the attendance rate by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
12%	11%

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
11%	10%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students and getting parental support	Advertise the importance of attendance to all stakeholders by parent link and on the web site. Meet with the attendance committee on a quarterly basis so that we can go over and meet with individual offenders.	Attendance Committee	Weekly committee meeting and report analysis	Terms, Pinnacle Information , Data analysis

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

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

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

Attendance Budget:

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

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

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our suspension amounts for the year 2010-2011 will decrease by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
36%	31%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
36%	31%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6%	2%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6%	2%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not reporting or following the progressive discipline plan	Closely monitoring referrals and discipline issues. Detentions and Saturday detentions will be issued.	Administration, Disciplinarian	Quarterly reviews discipline data	Suspension records

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

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

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

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.*	
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

	Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	95%-96%	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:	
We anticipate parent involvement to be at 95%. Parent partnership is essential in Somerset's educational mission and school vision.	We anticipate parent involvement to be at 96%. Parent partnership is essential in Somerset's educational mission and school vision.	

		Problem-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	Parents rely mainly on the effective and aggressive communication channels of the school (website, mass e-mails) or "word of mouth" to receive most of information regarding school's matters, and less on face-to-face meetings.	Publish and actively advertise all school events in the school calendar on the website. Send invitations/reminders to parents via mass-emails, parent links and teacher websites. Arrange so in every parents' meeting there is a workshop component to train and educate the parents in various topics	Administration, Guidance Counselor, IT Department	Administration will be re-visiting at the end of each month the events of the following month, and make sure that there is enough advertisement and notice given to the parents. Parents will be surveyed about the effectiveness, quality, and practical value of the training they attended.	Events attendance logs and survey data and workshop attendance records.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
By June 2013, Family Nights will be conducted to assist parents in strategies to effectively work with their children	Math Science Reading Writing Technology	Teacher Leaders Admin Team	School Wide	Week Days, evenings	Parent Surveys, conferences with classroom teachers	Administration

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:	50 % of our Students will experience a rich integrated curriculum aligned and focused towards STEM disciplines.

Problem-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	Reporting Category 1, Nature of Science needs the most improvement, with less than 50% correct.	Our faculty will deliver inquiry-based instruction challenging students to solve real world problems and develop critical thinking skills.	Science Team leader, Curriculum Coach and Administration	Administration team will review the results of school site assessment data to monitor student progress.	Formative: School site biweekly assessments. Summative: 2012 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
Science Integration	9-12	Curriculum Coaches	Science/Mathematics	Early Release Days	CWT/Formal Observation	Administration/ Coaches

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Carnegie Training	Manuals and Computer Software	Operational	$15,000.00
				Subtotal: $15,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Carnegie Training	Manuals and Computer Software	Operational	$15,000.00
				Subtotal: $15,000.00

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $30,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes   jn No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found