

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: TURNING POINTS ACADEMY

District Name: Palm Beach

Principal: Dr. Anthony G. Allen

SAC Chair: Ms. Latricia Santana

Superintendent: Mr. Wayne Gent

Date of School Board Approval:

Last Modified on: 10/25/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|-----------|----------------------|--|------------------------------|--------------------------------|---|
| Principal | Dr. Anthony G. Allen | Ph.D. Ed Leadership; Florida Atlantic University MS Ed Leadership; Florida Atlantic University Areas of Certification: Ed Leadership / School Principal Political Science 6-12 | 2 | 10 | 2011 – 2012 Principal, Turning Points Academy SIR – Maintaining, Reading – Improving, Math - Maintaining AP Atlantic HS 2010 - 2011; Grade A Reading Mastery 53%; Math Mastery 72% Writing Mastery 87% Science Mastery 46% AP Atlantic HS 2009-2010; Grade B Reading Mastery 47%; Math Mastery 67%; Writing Mastery 89 % Science Mastery 42%; AP Atlantic HS 2008-2009; Grade B Reading Mastery 49%; Math Mastery 67%; Writing Mastery 80 % Science Mastery 38%; AYP: No 2007-2008: Grade C |

| | | | | | |
|-----------------|---------------------|--|---|---|---|
| | | | | | Reading Mastery 47%; Math Mastery 63%; Writing Mastery 69 %; Science Mastery 39%; AYP: No |
| Assis Principal | Michael Williams | MA Ed Leadership Nova Univ. EdD Ed Leadership (currently enrolled in program) | 2 | 6 | SY 09-10 AP @ Crossroads Improvement status in Math; Declined in Reading; Overall declining status SY 08-09 AP @ Crossroads Improvement status in Math; Declined in Reading; Overall declining status SY 07-08 Grade "F" 85% Met High Standards in Writing; 64% learning gains in math; 99% tested SY 2006-2007 ERC Mall School; No rating SY 2005 2006 Wellington Landings Grade A; 85% met high standards in reading; 87% met high standards math; AYP met; 100% of criteria met |
| Assis Principal | Randy L. Burden Jr. | BS Sports Management University of Florida MA Ed Leadership Nova Univ. EdD Ed Leadership (currently enrolled in program) Areas of Certification: ESE K-12 Ed Leadership ESOL Endorsement | 4 | 4 | 2011 – 2012 Assistant Principal, Turning Points Academy SIR – Maintaining, Reading – Improving, Math - Maintaining SY 10-11 AP @ TPA Improvement status in Math; Declined in Reading; Overall declining status SY 09-10 AP @ TPA Improvement status in Math; Declined in Reading; Overall declining status SY 2008-2009 Glade View Elem. Grade A and met AYP; Prior year school grade was a B; ESE Contact Math Resource Teacher SY 2004-2008 Odyssey Grade A all four years. ESE Teacher / TOSA |

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) |
|--------------|------|-----------------------------|------------------------------|--------------------------------------|---|
| N/A | | | | | |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|--|----------------------------|---------------------------|---|
| 1 | Educators Support Program (ESP) | Assistant Principl | June 2013 | |
| 2 | Community within a school concept | Admin. & Community Leaders | June 2013 | |
| 3 | Department Chairs & Coaches Providing instructional direction, guidance and support to new teachers. Assisting them with new initiatives so that don't feel overwhelmed | Admin. | June 2013 | |
| 4 | Provide a safe and secure environment that is conducive to learning | Admin. | Ongoing | |
| 5 | Collaborative Planning | Admin. | Ongoing | |

| | | | | |
|---|--|--------|---------|-----|
| 6 | Professional Development | Admin. | Ongoing | |
| 7 | All teachers at Turning Points Academy are Highly Qualified. | Admin | N/A | N/A |

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 |
| 0% (0) | In the event that we have non-highly effective instructors, the following strategies will be implemented: 1. Lesson Study Groups 2. LTM/PDD Professional Development 3. Professional Learning Committees |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 20 | 0.0%(0) | 35.0%(7) | 45.0%(9) | 20.0%(4) | 50.0%(10) | 100.0%(20) | 15.0%(3) | 0.0%(0) | 15.0%(3) |

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 |
|-------------|-----------------|-----------------------|------------------------------|
| N/A | | | |

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

Classroom Instruction - Long term substitutes salary, instructional pull-outs, and iPads.
 Family Involvement - Postage, Food, and supplies
 Professional Development - Substitute teachers and benefits to provide our teachers opportunities to attend conferences and trainings, Extra Duty Days for professional development
 Additional Services include...Tutorials.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs to assist with Transition programs for delinquent students returning to school.

Title II

- District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Turning Points Academy are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker.
- Programs and professional development provided by Safe School – Single School Culture, Academic, Behavior and Climate programs, Bullying prevention, Character Education, and District Academic Coaches.

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

- SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

Violence Prevention Programs

- Turning Points has adopted an Anti-bullying Campaign in an effort to comply with a DOE mandate for the Jeffrey Johnston Stand Up for all Students Act. Turning Points now has a district Bullying / Harassment Incident Report, Bullying / Harassment Anonymous Drop Box Reports and we have an anonymous telephone contact number to report incidents of bullying and harassment. Refer to board Policy 5.002 Prohibiting Bullying and Harassment.

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

Nutrition Programs

School Food Service provides breakfasts and lunches for all students; part-time school nurse provides health education information; School Wellness Director promotes all aspects of nutrition and wellness.

Housing Programs

N/A

Head Start

N/A

Adult Education

Information on District-provided adult education is made available to students who may qualify.

Career and Technical Education

Turning Points Academy will continue to host its annual Career Day for students.

Job Training

Turning Points Academy will continue to host its annual Career Day for students. Many of the companies involved will offer hands on experience for students. Some may even offer the students the opportunity to intern and or work part-time.

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI Leadership Team is comprised of the following members: Principal, Assistant Principals, School Manager, ESE contact, school psychologist, classroom teacher, District RtI/Inclusion Facilitator, and guidance staff.

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 principal provides a common vision for the use of data based decision making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing RtI processes
- assessment of RtI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided to ensure effective communication with parents regarding school based RtI plans and activities occurs.

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

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

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

*Problem Solving & Response to Intervention Project 2008

Describe the role of the school based RtI Leadership Team in the development and implementation of the School Improvement Plan (SIP).

Members of the school based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY10 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP and subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

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

Describe the data management system used to summarize tiered data

Baseline Data:

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

Mid Year Data:

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

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- ACT/SAT/CPT

Frequency of required Data Analysis and Action Planning Days:

- Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Describe the plan to train staff on RtI.

Professional development will be offered to RtI/Inclusion Facilitator by district staff every Monday during SY10. The school based RtI/Inclusion Facilitator will provide in service to the faculty on designated professional development days (PDD). These in service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support (PBIS)
- Data based decision making to drive instruction
- progress monitoring
- selection and availability of research based interventions
- tools utilized to identify specific discrepancies in reading.

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

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, school psychologist, classroom teacher, and guidance staff.

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

The principal provides a common vision for the use of data based decision making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided to ensure effective communication with parents regarding school based RtI plans and activities occurs.

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

To establish a reading culture throughout the entire campus. We will implement Reading Counts to fidelity this school year. All students will be encouraged to read high interest level books this year. Students earning the most reading counts points will be rewarded.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

Core, supplemental and intensive instruction and interventions will be delivered through reading, English, Mathematics, Science and Social Studies courses. Teachers will be strongly encouraged to obtain reading endorsement and attend CRISS training. Strategies and interventions will also be developed and discussed during professional development and Reading Leadership Team Meetings.

Additional student support will occur throughout the year in the form tutorials. Subjects supported will be students needing additional help in reading and math. Computer based programs such as GIZMO, Princeton Review, Learning Village, Compasswill also be utilized to enhance support and reinforcement of taught benchmarks.

*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?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. Success Maker), in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

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 will be allowed to participate in accelerated learning courses where they take course for additional credit and take credit recovery courses in an effort to increase their grade point averages for graduation purposes.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Students will be allowed to participate in accelerated learning courses where they take course for additional credit and take credit recovery courses in an effort to increase their grade point averages for graduation purposes.

Turning Points Academy is a public alternative school that services students who have severe behavioral concerns. Expulsions, felony suspensions and students with persistent behavioral concerns are staffed either by the school board or through alternative education liaisons. Also, ESE students are staffed for up to 45 days and then transition back to their comprehensive sites. Therefore, students are not with us very long. Most students graduate from their comprehensive schools. They generally only stay at TPA for one semester. When students arrive guidance counselors meet with students and review their plans for success and ensure that they have the correct courses they need so they are prepared for graduation. Students are referred to Florida Virtual for foreign language or they are encouraged to take it at their comprehensive school sites. Students are made aware of the fact that they need a 2.0 grade point average to graduate and to attend a two year community college but must have a 2.5 to attend a 4 year university. We also conduct an annual Career Day program and invite professionals from the local community to meet with students and to provide them with information regarding their careers.

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 30, 2013 Turning Points Academy will earn at least a significant increase in proficient students in reading on the 2013 FCAT compared with the same group of students performance on the 2012 FCAT. |
|---|---|

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

| | |
|---|---|
| 31% of students at TPA are proficient in Reading. | By June 30, 2013 Turning Points Academy will have at least 35% of our 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 |
|---|---|---|---|--|--|
| 1 | One of our main barriers is our transient population. Due to this, we are responsible for the scores of students who may have only been on our campus 1 month prior to FCAT | Full Implementation of READ 180 in all Middle School Reading classes using the (RIM) Rotational Instructional Model; Purchase with Title I funds microphones in order to implement the program with complete fidelity | Administration, Reading Department Chair | Classroom Walkthroughs; Informal Observations; Summative / Formal Observations; Modeling effective reading strategies by the reading coach | Fall and Winter Diagnostic Reports, SRI Reports, Samples of student work, Reports generated from READ – 180 Programs |
| 2 | We will have the Truancy Liason call the parents to make sure that the parents are having their students come to school everyday. | The Reading Chair will monitor the SRI scores to make sure the teachers are using the Rotational Model and the data. | Administration and Reading Department Chair | The Area 5 Team will be working on modeling best practices in the classroom. | The teachers will use the data to evaluate the strengths and weaknesses. |

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: | 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 |
|---------------------|----------|---|---|-----------------|
|---------------------|----------|---|---|-----------------|

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: | 5% of the students in reading are performing at Level 4 or 5. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 5% of the students in reading are performing at Level 4 or 5. | We need to increase the percentage of students achieving FCAT levels 4 and 5 by at least 10% in Reading compared with the same group of students the prior year. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|--|
| 1 | New Test measuring NGSS | Teacher training and standard unpacking training | Administration and Reading Chair | There will be weekly and formative assessments given to students to determine improvements in targeted skills | Quarterly assessments and common assessments |
| 2 | Classroom instruction and tutorial has more focus on testing strategies and lack rigor and relevance | Students in targeted groups will receive before, during and after school tutoring in reading strands in which they need assistance. | Administration and Reading Chair | There will be weekly assessments given to students to determine improvements in targeted skills | After-school logs, mid-year assessments and common assessments |
| 3 | Students are in need of additional remediation and enrichment. | Substitute teachers will be used as push-in and pull-out | Administration and Substitute Teachers. | Learning Team Meetings, Data Chats and conferences | EDW reports, analyzing data and monitoring progress. |
| 4 | Classroom instruction and tutorial has more focus on testing strategies and lack rigor and relevance | Students in targeted groups will receive tutoring in reading strands in which they need assistance. FCAT related instructional material will be utilized to conduct the tutorials. | Administration and Reading Chair | There will be weekly assessments given to students to determine improvements in targeted skills | After-school logs, mid-year assessments and common assessments |

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

| | |
|---|-------------------------------------|
| 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: | By June 30, 2013 Turning Points Academy will earn at least a significant increase in proficient students in reading on the 2013 FCAT compared with the same group of students performance on the 2012 FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Only 48% of students at TPA made learning gains in reading this year. | By June 30, 2013 Turning Points Academy will earn at least a 5% increase in learning gains in reading comprehension. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|---|---|
| 1 | Students are not motivated to read independently. | Reading Counts Program will be used during our 30 minutes school-wide reading program D.E.A.R Drop Everything and Read. Our Title 1 funded substitute teacher will also support the students by offering push-in assistance during the scheduled DEAR time. | Reading Department Chairs Title Funded Substitutes Assistant Principals Area 5 Team | Teachers will take students to the media center to check out lexiled books that are appropriate for each students ability level. One students complete their books they will take a test on the Scholastic software that accompanies the program. | Fall and Winter Diagnostics Reports, SRI Reports, Sample of student work. |
| 2 | Partner with parents, 30 minutes of reading each night. | The students will visit the media center to choose books on their lexile level. | Reading Department Chairs Assistant Principals Area 5 Support Team | This test will be able to place students in the correct reading group by their lexile. | Teachers will be able to get their feedback from their data. They will be able to create their strength and weaknesses. |

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: | TPA will earn a 5% increase in learning gains in reading comprehension as measured by the FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Only 48% of students at TPA made learning gains in Reading. | By June 30, 2013 Turning Points Academy will earn at least a 5% increase in learning gains on 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 do not have motivation to read. | DEAR- Drop everything and Read Daily in Period 1 & 2. Increase the availability of books to increase the reading performance of our lowest 25%. | Reading Department Chair and Assistant Principals | Classroom Walkthroughs, Informal Observations, Summative/ Formal, Observation, Model effective Reading Strategies by the Reading Coach. | Fall and Winter Diagnostics Reports, SRI, Sample of student work. |
| 2 | Attendance | Parent/Student Attendance Contract; Parent Notification by mail and/or phone once student has accumulated 5 absences within a 9 week grading period. Guidance Counselors and the School Manager will also make home visits to meet with the parents of truant students. We will also mail truancy letters to parents. | Principal, Assistant Principal, Data Processor, Guidance Counselor, and School Manager | Data Processor will print attendance reports on a weekly basis | Attendance Reports |
| 3 | Transient Population | Focus on bottom 45% in order to compensate for our transient population | Principal; Assistant Principal | Lexile levels; Mastery on assessments | SRI; Diagnostic Tests; Classroom assessments |
| 4 | Prior knowledge and vocabulary are areas of weakness | Word Walls in all classrooms; School-wide Shared Reading; LTM utilized for data analysis; provide daily newspaper and current magazines to build background knowledge. Title 1 Funded Substitutes will also provide inclass tutoring. | Title 1 Funded Substitutes, Principal, Assistant Principal, Reading Coach | Increased mastery on assessments | SRI; Diagnostic Tests; Classroom assessments |
| 5 | Inability to offer After-School tutorial programs | Provide enrichment in classes by utilizing substitutes to provide classroom push-ins | Principal and Assistant Principals | Implementation of strategies will be monitored through classroom walkthroughs and lexile levels. | SRI; Diagnostic Tests; classroom assessments |

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

| | | | | | | |
|--|----------------------|----------------------|---|----------------------|----------------------|----------------------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | | Reading Goal # 5A : <input type="text"/> | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: | By June 30, 2013 Turning Points Academy will earn at least a significant increase in proficient students in reading on the 2013 FCAT compared with the same group of students performance on the 2012 FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Current level 48% are proficient in reading. | By June 30, 2013 55% of students at Turning Points Academy will meet proficiency on 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 | Establish a course of action: Curriculum Frameworks | Use differentiated instruction in classroom. Schools will use the DA model. | Reading Department Chair and Assistant Principals | Teacher will use the Embedded Assessment to monitor the data. Reading Chair will pull data from Core. | Embedded Assessments/ Core |
| 2 | Teacher will have to have internet access to from home and school to get curriculum frameworks. | Reading Department Chair and Assistant Principals will make sure reading groups are assigned to their reading level. | Reading Department Chair and Assistant Principals | Reading Chair will make sure to pull data and bring to the LTM. Teacher will be able to look at strenghts. | Teachers will look at weaknesses from 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 subgroup:

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

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|---|---|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |

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

| | |
|--|-------------------------------------|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|---|---|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |

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

| | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | By June 30, 2013 Turning Points Academy will earn at least a significant increase in proficient students in reading on the 2013 FCAT compared with the same group of students performance on the 2012 FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Only 9% (8) of students were proficient in reading this year. | By June 30, 2013, 25% of economically disadvantaged students at Turning Points Academy will meet proficiency on 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 have lack of motivation to read. | DEAR- Drop Everything and Read Daily in 1&2. Increase the availability of books to increase the reading performance of our lowest 25%. | Department Chairs | Teachers will pull data from the SRI to get the Reading Levels. | Reading Counts/ SRI |
| 2 | Students will come to library to find books on their reading level. | Students will be able to pick book on their lexile level. | Department Chairs | Assistant Principals and Teachers will look at data at the LTM meetings. | Teachers will be able to look at data. |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|--|--|--|---|
| Search & Destroy PD | 6-12 | APs & Department Chairs | School-wide | PD Mtgs | Lesson Plans Classroom Visits | Administration |
| ASCD Conference travel expenses | 6-12 | APs & Department Chairs | Select Staff | 2nd Semester | Implementation of new reading strategies. FCAT Reading Results | Administration and Teachers |
| Differentiated Instruction PD | 6-12 | APs & Department Chairs | School-wide | PD meetings | Lesson Plans and Classroom Visits | Administration |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--|------------------------|--------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| DEAR | Library Books | Title I Classroom 5150 | \$500.25 |
| Instructional Staff Trainings | Other Personnel Services | Title I Function 6402 | \$2,115.00 |
| Instructional Materials | Classroom Supplies | Title I Grant 4201 | \$2,502.50 |
| Other Personnel Services | Substitutes, Aids, etc.. | Title I Grant 4201 | \$1,500.00 |
| | | | Subtotal: \$6,617.75 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Instructional Supplies | Computer Supplies (printer ink, software, etc...) | Title 1 Function 4201 | \$3,689.75 |
| | | | Subtotal: \$3,689.75 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Instructional Staff Trainings | Travel In-County | Title I Function 6402 | \$250.00 |
| Co-Teaching (Shadowing) | Substitutes | Title 1 6402 | \$901.75 |
| ASCD Conference | Conference Registration, travel, and other accommodations | Title 1 Function 6402 | \$4,000.00 |
| Staff Development Supplies | Supplies: paper, pens, etc.... | Title 1 Function 6402 | \$520.00 |
| | | | Subtotal: \$5,671.75 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Parent Trainings | Food | Title 1 Grants 4201 | \$375.00 |
| Communication | Postage | Title 1 Grant 4201 | \$166.00 |
| Parent Involvement / Home Visits | Travel | Title 1 Grant 4201 | \$375.00 |
| Extra reading support for students. | Salaries for substitutes used to support the tutorial programs | Title I Fund 4920 | \$20,000.00 |
| | | | Subtotal: \$20,916.00 |
| | | | Grand Total: \$36,895.25 |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

CELLA Goal #1:

N/A

2012 Current Percent of Students Proficient in listening/speaking:

N/A

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading.

CELLA Goal #2:

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 |

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: | 10% of our students are proficient in math. We need to increase the percentage of students that are proficient in math as measured by the 2013 FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 10% of our students are proficient in math. | By June 2013, 25% of students tested at Turning Points Academy will be proficient in math on 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 critical thinking skills for students. | Rigor and Relevance PD | Admin & Math Chair | CORE K12, diagnostics, lesson plans, and walkthroughs | Data generated from test and walkthroughs |
| 2 | Due to the transient student population and students absenteeism not all of the students will be on the same daily lesson. | Common board configuration including objectives, data, agenda, and homework assignment. | Administration and Department Chairs | Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations. | Reports generated from walkthroughs |
| 3 | One anticipated barrier is the students' lack of critical reasoning and thinking skills. | Develop and Analyze math lessons that are rigorous and relevant; Model lessons; utilize V-math and Gizmos to enhance instruction. | Principal and Assistant Principals | Classroom visits; Diagnostics, FCAT; Embedded assessments; Content team made assessments; Learning Team Meetings | Progress of all students on assessments; Reports generated from walkthroughs |

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: | No students achieved above proficiency (FCAT Levels 4 and 5) in mathematics. We need to increase the percentage of students achieving FCAT Levels 4 and 5 in math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% of the students in math are performing at level 4 or 5 | Turning Points Academy will earn a 5%-10% increase of the students in math performing at level 4 or 5 in math compared with the same group of students the prior year. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|--|
| 1 | One anticipated barrier is the students' lack of critical reasoning and thinking skills. | Develop and Analyzing math lessons that are rigorous and relevant. | Principal and Assistant Principals | Modeling of lessons and classroom visits; V-math; GIZMO; Diagnostics, FCAT; Embedded assessments; Content team made assessments; Learning Team Meetings | Progress of all students on assessments; Reports generated from walkthroughs |
| 2 | Due to the transient student population and students absenteeism not all of the students will be on the same daily lesson. | Common board configuration including objectives, essential questions, date, agenda, and homework assignment. | Administration and Department Chairs | Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations. | Reports generated from walkthroughs |

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. | 58% of our students made learning gains in math. We need to increase the percentage of students making learning gains |
|--|---|

| | |
|--|--|
| Mathematics Goal #3a: | in math on FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 58% of our students made learning gains in math. | Turning Points Academy will earn a 5% increase in learning gains in math compared to learning gains with the same group of students the prior year based on the 2013 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 | Due to the transient student population and students absenteeism not all of the students will be on the same daily lesson | Implementation of the Instructional Focus Calendar; Curriculum Frameworks District | Admin | Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment | Progress of all students on assessment |
| 2 | One anticipated barrier is the students' lack of critical reasoning and thinking skills. | Develop and Analyzing math lessons that are rigorous and relevant. | Admin | Modeling of lessons and classroom visits; GIZMO; Diagnostics, FCAT; Embedded assessments; Content team made; Learning Team Meetings assessments | Progress of all students on assessments; Reports generated from walkthroughs |

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: | 18% of our students in the lowest 25% made learning gains in math. We need to increase the percentage of students in the lowest 25% making learning gains in math on the 2013 FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | |
|--|--|
| 18% of our students in the lowest 25% made learning gains in math. | By June 2013, students tested at Turning Points Academy will earn a 5% increase in learning gains in math. |
|--|--|

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|-------------------------------------|
| 1 | Due to the transient student population and students absenteeism all of the students will not be on the same daily lesson. | Common board configuration including objectives, essential questions, date, agenda, and homework assignment. | Administration and Department Chairs | Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations. | Reports generated from walkthroughs |

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 : <input type="text"/> | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

| | |
|---|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: | None of the subgroups were proficient in math. We need to increase the number of subgroups meeting proficiency in math based on the 2013 FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25% (20) of our subgroups for ethnicity met proficiency in math. | By June 2013, 40% of the subgroups tested at Turning Points Academy will meet proficiency in math. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|--|
| 1 | Due to the transient student population and student absenteeism not all of the students will be on the same daily lesson. | Common board configuration including objectives, essential questions, date, agenda, and homework assignment. | Administration and Department Chairs | Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations. | Reports generated from walkthroughs |
| 2 | One anticipated barrier is the students' lack of critical reasoning and thinking skills. | Develop and Analyze math lessons that are rigorous and relevant; Model lessons; utolize V-math and Gizmos to enhance instruction | Admin | Classroom visits; Diagnostics, FCAT; Embedded assessments; Content team made assessments; Learning Team Meetings | Progress of all students on assessments; Reports generated from walkthroughs |
| | One anticipated barrier is students who | Utilize the FCIM to identify students | Admin | Review student grouping charts | Progress of all students on |

| | | | | |
|---|--|---|--|------------|
| 3 | consistently show academic difficulty will receive supplemental and intensive instruction/interventions. | in the core curriculum needing intervention and enrichment. | frequently and ensure groups are redesigned to target the need of students based on assessment | 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: | | Not applicable | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| Not applicable | | Not applicable | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Not applicable | Not applicable | Not applicable | Not applicable | Not applicable |

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

| | | | | | |
|--|---------------------|-------------------------------------|---|---|-----------------|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | | Not applicable | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| Not applicable | | Not applicable | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Not applicable | Not applicable | Not applicable | Not applicable | Not applicable |

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: | | None of the subgroups were proficient in math. We need to increase the number of subgroups meeting proficiency in math as based on the 2013 FCAT. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 21% (18) of Economically Disadvantaged students met proficiency in math. | | By June 2013, 30% of economically disadvantaged students tested at Turning Points Academy will meet proficiency in math as based on the 2013 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 | Due to the transit student population and students absenteeism not all of the students will be on the same daily lesson. | Common board configuration including objectives, essential questions, date, agenda, and homework assignment. | Administration and Department Chairs | Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations. | Reports generated from walkthroughs |
| 2 | One anticipated barrier is the students' lack of critical reasoning and thinking skills. | Develop and Analyzing math lessons that are rigorous and relevant. | Principal; Assistant Principals | Classroom visits; Diagnostics, FCAT; Embedded assessments; Content team made assessments; Learning Team Meetings | Progress of all students on assessments; Reports generated from walkthroughs |
| 3 | One anticipated barrier is to ensure that students who consistently show academic difficulty will receive supplemental and intensive instruction/interventions | Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment; provide extended day learning opportunities for students based on need | Admin | Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment | Progress of all students on assessment |

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

| | |
|---|--|
| 1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1: | 50% of our two students will be proficient in math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% of our two students were proficient in math. | By June 2013, 50% of students tested at Turning Points Academy will be proficient in FAA math. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|--|
| 1 | Due to the transient student population and student absenteeism not all of the students will be on the same daily lesson. | Common board configuration including objectives, essential questions, date, agenda, and homework assignment. | Administration and Department Chairs | Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations. | Reports generated from walkthroughs |
| 2 | One anticipated barrier is the students' lack of critical reasoning and thinking skills. | Develop and Analyze math lessons that are rigorous and relevant; Model lessons; utilize | Admin | Classroom visits; Diagnostics, FCAT; Embedded assessments; Content | Progress of all students on assessments; Reports |

| | | | |
|--|--|---|-----------------------------|
| | V-math and Gizmos to enhance instruction | team made assessments; Learning Team Meetings | generated from walkthroughs |
|--|--|---|-----------------------------|

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: | No students achieved above proficiency (FCAT Levels 4 and 5) in mathematics. We need to increase the percentage of students achieving FCAT Levels 4 and 5 in math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% of the students in math are performing at level 4 or 5 | Turning Points Academy will earn a 5%-10% increase of the students in math performing at level 4 or 5 in math compared with the same group of students the prior year based on the 2013 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 | 3.1. One anticipated barrier is the students' lack of critical reasoning and thinking skills | 3.1. Develop and Analyzing math lessons that are rigorous and relevant. | 3.1. Admin | 3.1. Modeling of lessons and classroom visits; V-math; GIZMO; Diagnostics, FCAT; Embedded assessments; Content team made assessments; Learning Team Meetings | 3.1. Progress of all students on assessments; Reports generated from walkthroughs |
| 2 | 3.2. Due to the transient student population and students absenteeism not all of the students will be on the same daily lesson. | 3.2. Common board configuration including objectives, essential questions, date, agenda, and homework assignment. | 3.2. Admin | 3.2. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations. | 3.2. Reports generated from walkthroughs |

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: | 3% of our students are proficient in Algebra EOC. We need to increase the percentage of students that are proficient in Algebra EOC to 15%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 3% | 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 | Lack of critical thinking skills for students. | Rigor and Relevance PD | Admin & Math Chair | CORE K12, diagnostics, lesson plans, and walkthroughs | Data generated from test and walkthroughs |
| 2 | One anticipated barrier is the students' lack of critical reasoning and thinking skills. | Develop and Analyzing math lessons that are rigorous and relevant. | Math Teacher and Administrators | Modeling of lessons and classroom visits; V-math; GIZMO; Diagnostics, FCAT; Embedded assessments; Content team made assessments; Learning Team Meetings | Alg 1 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 |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

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

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

| | | | | | | |
|----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| by 50%. | 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 | | | | |

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

| | | | | |
|--|--|-------------------------------------|-----------------|--|
| 1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1: | | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | |
| | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| | | Person or | Process Used to | |

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|------------------------|-------------------------------------|---|---|
| 1 | Lack of critical thinking skills for students. | Rigor and Relevance PD | Admin & Math Chair | CORE K12, diagnostics, lesson plans, and walkthroughs | Data generated from test and walkthroughs |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

| | |
|---|-------------------------------------|
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: | |
| 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 |
|--|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Differentiated Instruction combined with RIM | 6-12 | District Math Specialist | School-wide | Monthly PD meeting | Lesson Plans and classroom Visits | Admin |
| Instructional Staff Trainings | 6-12 | Admin | School-wide | Monthly PD meetings | Lesson Plans and classroom Visits | Admin |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|-----------------------|----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Instructional Staff Trainings | Other Personnel Services | Title I Function 6402 | \$2,115.00 |
| Instructional Materials | Classroom Supplies | Title I Grant 4201 | \$2,502.50 |
| | | | Subtotal: \$4,617.50 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Instructional Supplies | Computer Supplies (printer ink, software, etc...) | Title I Function 4201 | \$5,000.00 |
| | | | Subtotal: \$5,000.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Intensive Math Training | Travel In County | Title I Function 6401 | \$150.00 |
| Co-Teaching (Shadowing) | Substitutes | Title 2 Function 6402 | \$350.00 |
| | | | Subtotal: \$500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Parent Training | Food | Title I Grants 4201 | \$375.00 |
| Communication | Postage | Title I Grants 4201 | \$166.00 |

| | | | |
|----------------------------------|--------------------------|--------------------|---------------------------------|
| Parent Involvement / Home visits | Travel | Title I Grant 4201 | \$375.00 |
| Extra math support for students | Salaries for substitutes | Title Fund 4920 | \$3,100.00 |
| | | | Subtotal: \$4,016.00 |
| | | | Grand Total: \$14,133.50 |

End of Mathematics Goals

Elementary and Middle School Science Goals

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

| | | | | | |
|--|-----------------------------|--|---|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a: | | | We will increase the level of proficient students in science to 30% on the 2013 FCAT. | | |
| 2012 Current Level of Performance: | | | 2013 Expected Level of Performance: | | |
| 20% | | | 30% | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of interest in science | Provide real world science experiences and engaging activities. Utilize GIZMO to support math and science instruction; This is a web based interactive program | Admin | Teachers will require students to read a National Geographic article twice a week for homework. Homework log will be reviewed consistently administration. | Improvement on Science mini-assessments. |

| | | | | | |
|--|---------------------|----------|---|---|-----------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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: | |
| 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:

| | |
|---|-------------------------------------|
| 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: | | |
| | | | | |
| 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. | | 15% of the students will pass the 2013 Biology EOCs. | | |
| Biology Goal #1: | | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | |
| 0% of the students passed the 2012 Biology EOCs | | 15% of the students will pass the 2013 Biology EOCs. | | |
| 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 interest for students in science | More labs in the classes. Increase the use of Gizmos. | Science Teachers and Admin. | Increase in Science grades and test scores. | Walkthroughs and Science Data. |

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

| 2. Students scoring at or above Achievement Levels 4 and 5 in Biology. | | | | |
|--|-------------------------------------|---|---|-----------------|
| Biology Goal #2: | | | | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: | | | |
| <p style="text-align: center;">Problem-Solving Process to Increase Student Achievement</p> | | | | |
| 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 | | | | | | |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|--------------------|--------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Instructional Materials | Classroom Supplies - Fetal Pigs, Dissection Kit, Dissection Pans, Aprons, etc.. | Title I Grant 4201 | \$608.05 |
| | | | Subtotal: \$608.05 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |

| | | | |
|---------------------------------|---|-----------------------|--------------------------------|
| Instructional Supplies | Computer Supplies (printer ink, software, etc...) | Title 1 Function 4201 | \$300.00 |
| | | | Subtotal: \$300.00 |
| 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 |
| Instructional Supplies | Classroom supplies | Title I Fund 4920 | \$500.00 |
| | | | Subtotal: \$500.00 |
| | | | Grand Total: \$1,408.05 |

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: | 77% of our 8th and 10th graders scored at least a level 4 on the FCAT Writes. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 77 | 90 |

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 interest in writing | Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time. We will also have students writing across all content areas. | Language Arts Department Chair and classroom teachers | A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor. | Progress between the Pretest Prompt and Mid-year Prompt, plus writing samples. |

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 |
| Instructional Staff Trainings - Writing across the curriculum | Other Personnel Services | Title I Function 6402 | \$225.00 |
| Instructional Materials | Classroom Supplies | Title I Grant 4201 | \$500.00 |
| | | | Subtotal: \$725.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Instructional Supplies | Computer Supplies (printer ink, software, etc...) | Title 1 Function 4201 | \$500.00 |
| | | | Subtotal: \$500.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Instructional Staff Trainings | Travel In-County | Title I Function 6401 | \$250.00 |
| | | | Subtotal: \$250.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Model Schools Conference | Staff Trainings | Title I Fund 4920 | \$600.00 |
| | | | Subtotal: \$600.00 |
| | | | Grand Total: \$2,075.00 |

Civics End-of-Course (EOC) Goals

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

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

| 1. Students scoring at Achievement Level 3 in Civics. | | | | |
|---|----------|---|---|-----------------|
| Civics Goal #1: | | | | |
| 2012 Current Level of Performance: | | | 2013 Expected Level of Performance: | |
| | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

| 2. Students scoring at or above Achievement Levels 4 and 5 in Civics. | | | | |
|---|----------|---|---|-----------------|
| Civics Goal #2: | | | | |
| 2012 Current Level of Performance: | | | 2013 Expected Level of Performance: | |
| | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

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

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

Civics Budget:

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

End of Civics Goals

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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: | The attendance rate for Turning Points Academy is 69%. We need to increase the attendance rate of students. | | | | |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: | | | | |
| 69% (310 students) is the current attendance rate | Turning Points Academy will increase the Attendance Rate by 50%. | | | | |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | | |
| 97 students had excessive absences | Turning Points Academy will decrease the Number of Students with Excessive Absences by 50%. | | | | |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | |
| 42 | Turning Points Academy will decrease the Number of Students with Excessive Tardies by 75%. | | | | |
| 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 transient student population and student absenteeism not all of the students will be on the same daily lesson which will cause a Lack of self-esteem. | Mentoring Programs | Administration | Pre and Post surveys to gauge student interest in school | Attendance Rate |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| 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: | Due to the fact that we are a behavior school, we will increase the use of interventions with dealing with student discipline issues as opposed to suspension being the first alternative. |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| 213 | Turning Points Academy will decrease the total number of ISS by 50%. |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 124 | Turning Points Academy will decrease the Number of Students in ISS by 50%. |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |

| | | | | | |
|---|--|--------------------------------|--|---|------------------|
| 1,181 | 550 | | | | |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School | | | | |
| 127 | 75 | | | | |
| 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 fact that we have a transient population, our new students aren't always familiar with our rules here at Turning Points Academy | Weekly new student orientation | Guidance, Administration, teachers, and support staff. | Data comparison | Student Feedback |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| 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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | Most students who dropout do so because they feel that they don't have the necessary skills and or knowledge that it takes to receive a high school diploma. |
| 2012 Current Dropout Rate: | 2013 Expected Dropout Rate: |
| 3% | 1% |
| 2012 Current Graduation Rate: | 2013 Expected Graduation Rate: |
| 50 | 80% |

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 self-esteem | Mentoring Programs | Administration | Pre and Post surveys to gauge student interest in school | Attendance Rate |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| 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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | Due to our transient population and the fact that Turning Points is not the home school of most of our students, parent involvement, particularly at SAC meetings and parent meetings is very low; less than 1%. Research shows us that students who have involved parents are for the most part more successful in school academically and are more prone to graduate. Partner with parents and teach them the importance of the help in encouraging students to read for at least 30 minutes while home in order to increase reading scores and support our lowest 25% |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| Less than 1% of an average of 150 students. | At least 15% - 20% of an average of 150 parents. |

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 aren't informing their parents of the activities taking place on campus. | Parent Link | Assistant Principal | Parent Turnout during Parent events | Parent Sign-in sheet |
| | The community is unaware of the activities taking place on campus | School Newsletter Parent Survey | Administrative / Leadership Team | Parent Feedback through the use of a survey at end of the year | A parent survey is sent home yearly asking the parents to rate the school on |

| | | | | | |
|---|--|---|---|---|--|
| 2 | | | | | various topics. School improvements are made based on the results of the survey. |
| 3 | Parent Attendance at School Functions | 1.Create a Parent Liason Para Position 2. Invite Parents to monthly SAC meetings (6:00 p.m. on the last Tuesday of every month) so that they are given an opportunity to provide input regarding school improvement ie: expenditure of funds, academic issues and goals, and receive parent training in Edline and other school related resources as necessary; 3.Promote event in a positive frame by offering incentives such as food, door prizes, student performances; 4. Have meetings in the communities where the majority of parents and students reside. 5. Invite parents in to volunteer in the classrooms and other campus activities. 6. Involve parents in the design, implementation, and evaluation of schoolwide programs. 7. Have workshops to inform parents of the curriculum, assessments and proficiency levels students are expected to meet. | Principal; Assistant Principal; Family Counselor; SAC Chairperson | Percentage of parents who attend functions | Sign-in Sheets; Annual Parent Evaluations of Title 1 |
| 4 | Lack of funding for student and parent incentives. | Invite different potential business partners on campus to hear their sales pitch with an effort to have them purchase an ad for our fence so that we may raise funds for student incentives. We currently only have one business partner "Palm Beach Place." | Assistant Principals, School Manager, and SAC Chairperson | The effectiveness of this strategy will be determined based on participation by the business partners | Attendance and participation |

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 |
|---|---------------------|----------------------------------|--|--|---|---|
| Increasing student achievement and participation | 6-12 | Admin | School-wide | School year 2012 - 2013 | Testing Results, grades, student attendance | Admin and Teachers |
| Teaching parents how to continue the academic momentum of their child (ren) when they aren't in school. | 6-12 | Admin | School-wide | School year 2012 - 2013 | Testing Results, grades, student attendance | Admin and Teachers |

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 |
| Staff Training | Parent Involvement - Strategies for home visits | Title 1 Grants 4201 | \$287.32 |
| Communication | Parent Mailings - Postage | Title 1 Grant 4201 | \$664.00 |
| Communication | Parent Newsletter Software | Title 1 Grant 4201 | \$280.00 |
| Parent Trainings | Parent Involvement - Purchase Palm Tran passes for parents without transportation to the school. Parents will be given a pass for the entire day which will allow them to attend school trainings and return home. | Title 1 Grant 4201 | \$200.00 |
| Parent Trainings | Supplies - paper, pens, computer ink, notebooks, legal pads, file folders | Title 1 Grant 4201 | \$512.68 |
| Parent Trainings | food and incentives | Title 1 Grants 4201 | \$700.00 |
| | | | Subtotal: \$2,644.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$2,644.00 |

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

| | | | | |
|---|----------|---|---|-----------------|
| 1. STEM | | | | |
| STEM Goal #1: | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

CTE Budget:

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

Additional Goal(s)

Safety Goal:

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | |
|--|----------|--|---|-----------------|
| 1. Safety Goal | | | | |
| Safety Goal #1: | | Student Identification (Lanyards and ID Cards) | | |
| 2012 Current level: | | 2013 Expected level: | | |
| Less than 50% | | 100% | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 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 | | | | | | |

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 |
| Student Identification | Lanyards and ID Cards | Fund 1000 Function 5150 | \$272.99 |
| Transportation | Palm Tran Passes | Fund 1000 Function 5150 | \$150.00 |
| | | | Subtotal: \$422.99 |
| | | | Grand Total: \$422.99 |

End of Safety Goal(s)

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|---|---|------------------------|-----------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | DEAR | Library Books | Title I Classroom 5150 | \$500.25 |
| Reading | Instructional Staff Trainings | Other Personnel Services | Title I Function 6402 | \$2,115.00 |
| Reading | Instructional Materials | Classroom Supplies | Title I Grant 4201 | \$2,502.50 |
| Reading | Other Personnel Services | Substitutes, Aids, etc.. | Title I Grant 4201 | \$1,500.00 |
| Mathematics | Instructional Staff Trainings | Other Personnel Services | Title I Function 6402 | \$2,115.00 |
| Mathematics | Instructional Materials | Classroom Supplies | Title I Grant 4201 | \$2,502.50 |
| Science | Instructional Materials | Classroom Supplies - Fetal Pigs, Dissection Kit, Dissection Pans, Aprons, etc.. | Title I Grant 4201 | \$608.05 |
| Writing | Instructional Staff Trainings - Writing across the curriculum | Other Personnel Services | Title I Function 6402 | \$225.00 |
| Writing | Instructional Materials | Classroom Supplies | Title I Grant 4201 | \$500.00 |
| | | | | Subtotal: \$12,568.30 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Instructional Supplies | Computer Supplies (printer ink, software, etc...) | Title 1 Function 4201 | \$3,689.75 |
| Mathematics | Instructional Supplies | Computer Supplies (printer ink, software, etc...) | Title I Function 4201 | \$5,000.00 |
| Science | Instructional Supplies | Computer Supplies (printer ink, software, etc...) | Title 1 Function 4201 | \$300.00 |
| Writing | Instructional Supplies | Computer Supplies (printer ink, software, etc...) | Title 1 Function 4201 | \$500.00 |
| | | | | Subtotal: \$9,489.75 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Instructional Staff Trainings | Travel In-County | Title I Function 6402 | \$250.00 |
| Reading | Co-Teaching (Shadowing) | Substitutes | Title 1 6402 | \$901.75 |
| Reading | ASCD Conference | Conference Registration, travel, and other accommodations | Title 1 Function 6402 | \$4,000.00 |
| Reading | Staff Development Supplies | Supplies: paper, pens, etc.... | Title 1 Function 6402 | \$520.00 |
| Mathematics | Intensive Math Training | Travel In County | Title I Function 6401 | \$150.00 |
| Mathematics | Co-Teaching (Shadowing) | Substitutes | Title 2 Function 6402 | \$350.00 |
| Writing | Instructional Staff Trainings | Travel In-County | Title I Function 6401 | \$250.00 |
| Parent Involvement | Staff Training | Parent Involvement - Strategies for home visits | Title 1 Grants 4201 | \$287.32 |
| Parent Involvement | Communication | Parent Mailings - Postage | Title 1 Grant 4201 | \$664.00 |
| Parent Involvement | Communication | Parent Newsletter Software | Title 1 Grant 4201 | \$280.00 |
| Parent Involvement | Parent Trainings | Parent Involvement - Purchase Palm Tran passes for parents without transportation to the school. Parents will be given a pass for the entire day which will allow them to | Title 1 Grant 4201 | \$200.00 |

| | | | | |
|--------------------|-------------------------------------|---|-------------------------|---------------------------------|
| | | attend school trainings and return home. | | |
| Parent Involvement | Parent Trainings | Supplies - paper, pens, computer ink, notebooks, legal pads, file folders | Title 1 Grant 4201 | \$512.68 |
| Parent Involvement | Parent Trainings | food and incentives | Title 1 Grants 4201 | \$700.00 |
| | | | | Subtotal: \$9,065.75 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Parent Trainings | Food | Title 1 Grants 4201 | \$375.00 |
| Reading | Communication | Postage | Title 1 Grant 4201 | \$166.00 |
| Reading | Parent Involvement / Home Visits | Travel | Title 1 Grant 4201 | \$375.00 |
| Reading | Extra reading support for students. | Salaries for substitutes used to support the tutorial programs | Title I Fund 4920 | \$20,000.00 |
| Mathematics | Parent Training | Food | Title I Grants 4201 | \$375.00 |
| Mathematics | Communication | Postage | Title I Grants 4201 | \$166.00 |
| Mathematics | Parent Involvement / Home visits | Travel | Title I Grant 4201 | \$375.00 |
| Mathematics | Extra math support for students | Salaries for substitutes | Title Fund 4920 | \$3,100.00 |
| Science | Instructional Supplies | Classroom supplies | Title I Fund 4920 | \$500.00 |
| Writing | Model Schools Conference | Staff Trainings | Title I Fund 4920 | \$600.00 |
| Safety | Student Identification | Lanyards and ID Cards | Fund 1000 Function 5150 | \$272.99 |
| Safety | Transportation | Palm Tran Passes | Fund 1000 Function 5150 | \$150.00 |
| | | | | Subtotal: \$26,454.99 |
| | | | | Grand Total: \$57,578.79 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> NA |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|

Are you a reward school: Yes No

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

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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.

| Projected use of SAC Funds | Amount |
|--|----------|
| Contingent upon teacher requests brought before the SAC to support and enrich classroom instruction. | \$563.00 |

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

1. Elect voting members
2. Adopt Bylaws
3. Discuss the academic progress of students at each grade level throughout the year
4. Discuss student incentives for good behavior and to promote participation on FCAT
5. To Discuss Budget; monetary needs
6. Title 1

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