

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: I PREPARATORY ACADEMY

District Name: Dade

Principal: Alberto M. Carvalho

SAC Chair: Molly Villucci

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Alberto Carvalho	Chemistry 6-12 Biology 6-12 Ed Leadership Degrees: Bachelor of Science in Biology – 1990 Barry University Master of Science in Educational Leadership – 1994 Nova Southeastern University	3	19	For the past 19 years Mr. Carvalho has served as a District administrator for MDCPS
		Certificate Expiration Date: 2014 Certifications/Endorsements: ELEM ED, ESOL,			'12 '11 '10 '09 '08 '07 School Grade N/A A A A A A

Assis Principal	Layda Nasr	ED LEADERSHIP Degrees: Bachelor of Business Administration- 1984 Florida Atlantic University Master of Science in Educational Computing and Technology-- 1996 Barry University	2	9	High Standards- Reading 75 69 74 74 70 69 High Standards- 85 77 81 79 77 74 Math Lrg Gains- 80 68 69 76 65 74 Reading Lrg Gains- N/A 65 63 73 69 66 Math Gains-Reading- 80 68 59 73 66 73 25% Gains-Math- N/A 74 65 68 80 73 25%
-----------------	------------	--	---	---	---

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	Provide extensive PD for teachers	Administration	June 2013	
2	2. Provide technology and tech support for teachers	Administration	June 2013	
3	3. All staff will be recognized for exceptional performance throughout the year	PTSA, District Support Personnel, EESAC	June 2013	
4	4. Opportunities to attend national educational technology conferences	District Administrative Personnel	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Out of field: 0 (0%) Less than effective: 0 (0%)	N/A

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
9	0.0%(0)	11.1%(1)	55.6%(5)	33.3%(3)	44.4%(4)	100.0%(9)	11.1%(1)	33.3%(3)	0.0%(0)

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, AP, teachers, school counselor, district personnel

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?

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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

The leadership team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
(A) What will all students learn? (curriculum based on standards),
(B) How will we determine if the students have learned? (common assessments),
(C) How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions),
(D) How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather data and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

MTSS Implementation

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

Data sources include: FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory, Baseline Benchmark Assessments, Interim Assessments, FCAT scores, student grades, End of Course exams, PSAT scores

Describe the plan to train staff on MTSS.

1. Staff will be trained in RtI workshop to learn problem solving and data analysis process.
2. There will be support for school staff to understand the basic principles of RtI as well as correct responses.
3. The RtI leadership team will complete an online professional development course located at www.florida-rti.org. It's approximately a 5 hour course delineating the problem solving procedures of RtI and will be completed by the end of September 2013 by all RtI leadership members

Describe the plan to support MTSS.

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT). Alberto Carvalho, Principal; Layda Nasr AP, Laura Hernandez, teacher, Molly Villucci, teacher, Charlene Ortuno, teacher, Brad Sultz, teacher, Lisa Hauser, teacher, Thomas Gantt, teacher, David Palladino, teacher, Ryan Vancol, teacher, Beatrice Pedroso, counselor

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

The school principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month with the goal of building and maintaining a culture of reading throughout the school. The Literacy Team will monitor, gather, and analyze academic data to increase literacy among students. The team will assist and monitor all subgroups within the expectations for adequate yearly progress.

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the building and focus on areas of literacy concern across the school by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problems solving approach to ensure that a multi-tiered system of reading support is present and effective.

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

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.

Lesson plans will be monitored to ensure that reading strategies are being incorporated in each classroom. Classroom walkthroughs will also take place. Teachers continue to incorporate and include questions related to the benchmarks in which the district has traditionally performed poorly. Skill weaknesses and targeted benchmarks are shared via faculty meetings and teacher data chats. During data chats, the performance of each student and class (previous year and current year) are shared with the respective teacher and instructional strategies pertaining to overall weaknesses are discussed. The school administrator responsible for curriculum may create a monthly instructional focus calendar for reading skills and will distribute it to instructors so they in turn can incorporate the selected skills into their lesson plans. The administrator will periodically peruse instructional plans to make sure that these selected skills are incorporated. The monthly instructional focus calendar will be discussed at the Literacy Leadership Team monthly meetings.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

Lesson plans will be monitored to ensure that reading strategies are being incorporated in each classroom. Classroom walkthroughs will also take place. Teachers continue to incorporate and include questions related to the benchmarks in which the district has traditionally performed poorly. Skill weaknesses and targeted benchmarks are shared via faculty meetings and teacher data chats. During data chats, the performance of each student and class (previous year and current year) are shared with the respective teacher and instructional strategies pertaining to overall weaknesses are discussed. iPrep Academy also offers Industrial Certifications in Microsoft Office including Microsoft Word, PowerPoint and Excel. During the 2012-2013 school year we will also be adding a certification in Adobe.

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?

iPrep Academy is extensively incorporating internships into the curriculum. Each student will create a resume and develop. Students, through personal interest, select an internship from a variety of community businesses, medical facilities, arts programs and legal firms. These internships last for the entire school year. Students also take Leadership and Career courses where extensive career research is done. Part of these courses also emphasize job shadowing where students can visit a business for the day. interview skills and appropriate behavior for the job site.

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](#)

All iPrep Academy students will be prepared for college entrance requirements. The CAP advisor and counselor will aid students in choosing an appropriate college. Test dates (ACT, SAT, etc.) will be communicated. . iPrep Academy extensively incorporates internships into the school requirements. Students, through personal interest, select an internship from a variety

of community businesses, medical facilities, arts programs and legal firms. In the spring, (March), subject selection takes place. The first phase involves teachers stating their recommendations. Next, students and their parents select their choices for the next school year. If a student opts not to accept the recommendation of the teacher, a meeting with the counselor takes place so that the situation may be discussed. Once this segment has been completed, the subjects decided upon during this meeting are input into the computer. iPrep students also take courses with the Florida Virtual School. FLVS offers a wide range of courses that meet student needs and interests. The students make course selections with FLVS and verify these selections with the school counselor. After all course selections have been made the student schedules are then created. Select students, who did well on the PERT exam, will be enrolled in Dual Enrollment programs at Miami-Dade College and FIU. PSAT scores for all 10th grade students are also used to determine college readiness; SAT/ACT participation and use of fee waivers for disadvantaged students, National College Fair participation

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:	Our goal for the 2012-2013 school year is to maintain Level 3 FCAT proficiency at 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (10)	20% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 9th grade students at iPreparatory Academy achieved a 94% passing rate on the 2012 FCAT. Based on scores there is a need for improvement in Reporting Category 4: Informational Text/Research Process and Category 3: Literary Analysis-Fiction/Non-Fiction.	1A.1 During instruction, fiction and non-fiction, informational texts and documents that require students to locate, interpret, and organize information will be utilized.	1A.1 MTSS/RtI Team	1A.1 Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery	1A.1 Formative: FAIR, District and School site Assessment data, intervention assessments. Summative: 2013 FCAT Assessment
2	1A.2. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.	1A.2 Reinforcing texts by previewing chapter content by employing CRISS strategies such as: recalling prior knowledge, reading/discussing chapter headings, subheadings, titles, subtitles, charts, text boxes, maps, diagrams, captions, illustrations, graphs, bold and/or italicized text.	1A.2 MTSS/RtI Team/Literacy Leadership Team	1A.2 Reading Plus will be utilized to assist and assess students' reading and comprehension growth	1A.2 Formative: FAIR, District and School site assessment data and intervention assessments. Summative: 2013 FCAT assessment, Reading Plus weekly reports
3	1A.3 . Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.	1A.3 . Students will also be introduced to pre-AP reading and analysis strategies to be used across the curriculum including understanding patterns, analyzing author's perspective, diction, style, and techniques.	1A.3 MTSS/RtI Team/Literacy Leadership Team	1A.3 Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery	1A.3 Formative: FAIR, District and School site Assessment data, intervention assessments. Summative: 2013 FCAT Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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
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 reading. Reading Goal #2a:	Our goal for the 2012-2013 school year is to maintain Level 4 and 5 proficiency at 75%
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (38)	75% (38)

Problem-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	2A.1 9th grade students at iPreparatory Academy achieved a 94% passing rate on the 2012 FCAT. Based on scores there is a need for improvement in Reporting Category 4: Informational Text/Research Process and Category 3: Literary Analysis-Fiction/Non-Fiction.	2A.1 During instruction, fiction and non-fiction, informational texts and documents that require students to locate, interpret, and organize information will be utilized. Useful instructional strategies include: summarization skills, Cornell note-taking strategies, and encourage students to read from a variety of sources.	2A.1 MTSS/RTI Team/Literacy Leadership Team	2A.1 Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery	2A.1 Formative: FAIR, District and School site Assessment data, intervention assessments. Summative: 2013 FCAT Assessment, AP testing

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:	Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains from 80% to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (36)	85% (38)

Problem-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	3A.1 .9th grade students at iPreparatory Academy achieved a 94% passing rate on the 2012 FCAT. Based on scores there is a need for improvement in Reporting Category 4: Informational Text/Research Process and Category 3: Literary Analysis-Fiction/Non-Fiction.	3A.1 Students will practice locating and verifying details, critically analyzing texts, and synthesizing details to draw correct conclusions. Students and teachers will examine rubrics and appropriate benchmarks to ensure a complete understanding of skills being assessed and areas for improvement	3A.1 MTSS/Rtl Team/Literacy Leadership Team	3A.1 Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.	3A.1 Formative: FAIR, District and School site Assessment data, intervention assessments. Summative: 2013 FCAT Assessment
2	3A.2 . Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.	3A.2 Reinforcing texts by previewing chapter content by employing CRISS strategies such as: recalling prior knowledge, reading/discussing chapter headings, subheadings, titles, subtitles, charts, text boxes, maps, diagrams, captions, illustrations, graphs, bold and/or italicized text	3A.2 MTSS/Rtl Team/Literacy Leadership Team	3A.2 Reading Plus will be utilized to assist and assess students' reading and comprehension growth	3A.2 Formative: FAIR, District and School site Assessment data, intervention assessments. Summative: 2013 FCAT Assessment
	3A.3 Students need practice in making inferences, drawing conclusions, and	3A.3 Students will also be introduced to pre-AP reading and analysis strategies to be used	3A.3 MTSS/Rtl Team/Literacy Leadership Team	3A.3 Data from the prescribed intervention assessments will be analyzed regularly in	3A.3 Formative: FAIR, District and School site Assessment data,

3	identifying implied main idea and author's purpose.	across the curriculum including understanding patterns, analyzing author's perspective, diction, style, and techniques.	order to monitor student progress and the effectiveness of program delivery.	intervention assessments. Summative: 2013 FCAT Assessment
---	---	---	--	---

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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:	Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains from 80% to 85% proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (<30)	80% (<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	4.1 . 9th grade students at iPreparatory Academy achieved a 94% passing rate on the 2012 FCAT. Based on scores there is a need for improvement in Reporting Category 4: Informational Text/Research Process and Category 3: Literary Analysis	4.1 Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students and teachers will examine rubrics and appropriate benchmarks to ensure a complete understanding of skills being assessed and areas for improvement	4.1 MTSS/RtI Team/Literacy Leadership Team	4.1. Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery Classroom walkthroughs by administrators	4.1 Formative; FAIR, District and School site assessment data and intervention assessments Summative: 2013 FCAT assessment

2	4.2 Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.	4.2 Reinforcing texts by previewing chapter content by employing CRISS strategies such as: recalling prior knowledge, reading/discussing chapter headings, subheadings, titles, subtitles, charts, text boxes, maps, diagrams, captions, illustrations, graphs, bold and/or italicized text.	4.2 MTSS/RtI Team/Literacy Leadership Team	4.2 Jamestown Timed Readers will be utilized to assist and assess students' reading processing, reading application, and comprehension growth	4.2 Formative; FAIR, District and School site assessment data and intervention assessments Summative: 2013 FCAT assessment,
3	4.3 Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.	4.3 Useful instructional strategies include: summarization skills, Cornell note-taking strategies, and encourage students to read from a variety of sources.	4.3 MTSS/RtI Team/Literacy Leadership Team	4.3 Reading Plus will be utilized to assist and assess students' reading and comprehension growth.	4.3 Formative; FAIR, District and School site assessment data and intervention assessments Summative: 2013 FCAT assessment, Reading Plus weekly reports

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Our goal for the 2012-2013 school year is to increase Hispanic proficiency from 93% to 94%. Our goal for the 2012-2013 school year is to increase African-American proficiency from 92% to 93%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanics: 93% (28) African-American: 92% (11)	Hispanics: 94% (28) African-American: 93% (11)

Problem-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	5.1 White: N/A Black: Hispanic: Asian: N/A American Indian: N/A Barriers include limited resources at home, students lack background knowledge and have	Utilizing 2012 FCAT data, identify students within each subgroup, ensure placement in appropriate intervention programs, and monitor student progress on a monthly basis. 5.1 Strategies include: using graphic organizers,	5.1 Parents, MTSS/RtI Team/Literacy Leadership Team	Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery	Formative: FAIR, District and School site Assessment data, intervention assessments. Summative: 2013 FCAT Assessment, Reading Plus weekly reports

limited ability to make personal connections to the text. These subgroups need assistance in the category of reading applications and informational text/research process	CRISS methods, summarization activities, reading from a wide variety of texts and using assignments that require students to make predictions		
--	---	--	--

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
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	Our goal for the 2012-2013 school year is to increase the progress of subgroup Economically Disadvantaged students
--	--

Reading Goal #5E:	proficiency from 90% to 91%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (27)	91% (27)

Problem-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	5E.1 Students demonstrate difficulty identifying similarities and differences within and across texts. There is a lack of resources in the student's home environment	5E.1 Students will practice locating and verifying details, critically analyzing texts, and synthesizing details to draw correct conclusions. Students and teachers will examine rubrics and appropriate benchmarks to ensure a complete understanding of skills being assessed and areas for improvement	5E.1 Parents, MTSS/RtI Team/Literacy Leadership Team	5E.1 Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.	5E.1 Formative: FAIR, District and School site Assessment data, intervention assessments. Summative: 2012 FCAT Assessment.
2	5E.2 Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.	5E.2 Reinforcing texts by previewing chapter content by employing CRISS strategies such as: recalling prior knowledge, reading/discussing chapter headings, subheadings, titles, subtitles, charts, text boxes, maps, diagrams, captions, illustrations, graphs, bold and/or italicized text. Useful instructional strategies include: summarization skills, Cornell note-taking strategies, and encourage students to read from a variety of sources.	5E.2 MTSS/RtI Team/Literacy Leadership Team	5E.2 Reading Plus will be utilized to assist and assess students' reading and comprehension growth	5E.2 Formative: FAIR, District and School site Assessment data, intervention assessments. Summative: 2013 FCAT Assessment.

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
Core Strategies for Differentiated Learning	9, 10/all subjects	PD facilitator	School-wide, 9th and 10th grade instructors	Nov. 6th, 2012	Staff training, rubric assessments and benchmark assessments	Administration
Reading Across Content area	9, 10	Reading coach and English instructor	School-wide	Ongoing beginning Aug. 20th	Classroom walkthroughs	Administration

FCAT 2.0	9, 10	Test Chair	School-wide	Aug. 15, 2012	Classroom walkthroughs	Administration
Common Core Standards	9, 10	PD facilitator	Math and Language Arts/Reading 9, 10	2 week online professional development session beginning Oct. 29th, 2012	New assessment strategies	Administration
Pre-AP Cross Curricular Strategies	Core subjects	College Board PD facilitator	School-wide, 9th and 10th grade instructors	Oct. 25th, 2012	Staff training, rubric assessments and benchmark assessments	Administration
Common Core Standards	9, 10	PD facilitator	Math and Language Arts/Reading 9, 10	2 week online professional development session beginning Oct. 29th, 2012	New assessment strategies	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Student will increase in proficiency in speaking/listening to the English language as gauged on the 2013 CELLA test
2012 Current Percent of Students Proficient in listening/speaking:	
N/A iPrep academy only has 1 ESOL student so we don't have enough to make a group but we wanted to never the less create goals for this student	
Problem-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	1.1 Lack of understanding of spoken English, not taking the time to practice English/students need additional opportunities to listen and to speak English	1.1 Teacher/student modeling, using simple, direct language, Think Alouds	1.1 Parents and MTSS/RtI Team/Literacy Leadership team	1.1 Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery	1.1 Formative: FAIR, District and School site assessment data, and intervention assessments. Summative: 2013 FCAT assessment, 2013 CELLA test score

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:	Student will increase in proficiency in reading the English language as gauged by the 2013 CELLA test.
--	--

2012 Current Percent of Students Proficient in reading:

N/A iPrep academy only has 1 ESOL student so we don't have enough to make a group but we wanted to nevertheless create goals for this student

Problem-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	2.1 Barriers include limited resources at home, students lack background knowledge, and have limited ability to make personal connections to the text. This subgroup needs assistance in the category of reading application and informational text/research process	2.1 Reinforcing texts by previewing chapter content by employing CRISS strategies such as: recalling prior knowledge, reading/discussing chapter headings, subheadings, titles, subtitles, charts, text boxes, maps, diagrams, captions, illustrations, graphs, bold and/or italicized text.	2.1 Parents, MTSS/RtI Team/Literacy Leadership Team	2.1 . Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery	2.1 Formative: FAIR, District and School site assessment data, and intervention assessments. Summative: 2013 FCAT assessment, CELLA test score

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

3. Students scoring proficient in writing. CELLA Goal #3:	Student will increase in proficiency in writing English on the 2013 CELLA test.
--	---

2012 Current Percent of Students Proficient in writing:

N/A iPrep Academy only has 1 ESOL student so we don't have enough to make a group but we wanted to nevertheless create goals for this student

Problem-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 Lack of understanding written English/Students need consistent practice in writing English	3.2 Spelling strategies, such as discovering spelling patterns, and spelling using phonetic sounds ;exploring graphic organizers, such as Venn diagrams and main idea/details ,reading response journal	3.2 Parents, MTSS/RtI Team/Literacy Leadership Team	3.2 Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery	3.2 Formative: FAIR, District and School site assessment data, and intervention assessments. Summative: 2012 FCAT assessment, CELLA test score
---	--	---	---	---	--

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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:	Incoming 9th graders at iPrep Academy must have already completed Algebra before entering the school. All our students begin with Geometry
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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Incoming 9th graders at iPrep Academy must have already completed Algebra before entering the school. All our students begin with Geometry
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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	Incoming 9th graders at iPrep Academy must have already completed Algebra before entering the school. All our students begin with Geometry					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Incoming 9th graders at iPrep Academy must have already completed Algebra before entering the school. All our students begin with Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Incoming 9th graders at iPrep Academy must have already completed Algebra before entering the school. All our students begin with Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Incoming 9th graders at iPrep Academy must have already completed Algebra before entering the school. All our students begin with Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Incoming 9th graders at iPrep Academy must have already completed Algebra before entering the school. All our students begin with Geometry
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				

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:	Our goal for the 2012-2013 school year is to maintain Level 3 student proficiency in Geometry at 15%
--	--

2012 Current Level of Performance:

2013 Expected Level of Performance:

15%
(6)

15%
(6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1 Students could fall behind acceptable pace in the online FLVS course//Two-dimensional Geometry concepts such as understanding angles, triangles, polygons, and circles are difficult skills for students and are the skills that students test poorly when taking interim assessments</p>	<p>1.1 1.1. Utilize common note taking strategy in Geometry courses assessed with EOC exams./supplementing instruction with Discovering Geometry</p> <p>o iPrep Academy will be utilizing a blended curriculum environment using digital content from Florida Virtual School. In this method a face to face teacher will be assisting in the implementation of the FLVS Geometry course curriculum. This approach will honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle/the teacher will be able to differentiate instruction and meet every students needs. Every student will be allowed to move at his or her own pace through the course. This frees some of the instructional time to work one on one or in small groups with students on their areas of need</p> <p>o iPrep Academy will be utilizing a blended curriculum environment using digital content from Florida Virtual School. In this method a face to face teacher will be assisting in the implementation of the FLVS Geometry course curriculum. This approach will honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle/the teacher will be able to differentiate instruction and meet every students needs.</p>	<p>1.1 Teacher/Administrative walkthroughs</p>	<p>1.1 Teacher monitoring and grading/use of LanSchool software monitoring system, adjust instruction as appropriate</p>	<p>1.1 . Formative: Gizmos, district and school site data, intervention assessments Summative: Geometry End Of-Course Exams, showing mastery on the interim assessments, PENDA Learning, Buckle Down Geometry</p>

Every student will be allowed to move at his or her own pace through the course. This frees some of the instructional time to work one on one or in small groups with students on their areas of need

1.2 Student cheating on FLVS tests

1.2 Using Lanschool to monitor student computer screens during testing, proctoring all tests given through FLVS

o iPrep Academy will a be utilizing a blended curriculum environment using digital content from Florida Virtual School. In this method a face to face teacher will be assisting in the implementation of the FLVS Geometry course curriculum. This approach will honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle/the teacher will be able to differentiate instruction and meet every students needs. Every student will be allowed to move at his or her own pace through the course. This frees some of the instructional time to work one on one or in small groups with students on their areas of need
o iPrep Academy will a be utilizing a blended curriculum environment using digital content from Florida Virtual School. In this method a face to face teacher will be assisting in the implementation of the FLVS Geometry course curriculum. This approach will honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle/the teacher will be able to differentiate instruction and meet every students needs. Every student will be allowed to move at his or her own pace through the course. This frees some of the instructional time to

1.2 Teacher/Administrative

1.2 Teacher monitoring and grading/ use of LanSchool software monitoring system

1.2 Formative: Gizmos, district and school site data, intervention assessments
Summative: Geometry End Of-Course Exams, showing mastery on the interim assessments, PENDA Learning, Buckle Down Geometry

	work one on one or in small groups with students on their areas of need		
--	---	--	--

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:	Based on 2012 EOC test results assessment data, our goal for the 2012-2013 school year is to maintain our Level 4 and 5 student proficiency in Geometry at 85%
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (34)	85% (34)

Problem-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	2.1 Students have many after school activities so it makes it difficult to manage a math club	2.1 Completing Math Club activities during class and possibly 1 monthly meeting after school, DiscovCommoner Geometry, interactive math demonstrations	2.1 Teacher and club advisor	2.1 Achievement in higher level math competitions	AMC 10 and David Essner math tests

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%				
3A :					
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	65	69	73	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	The 2012-2013 High School Current and Expected Level for Performance for the School Improvement PAn report indicates N/A for each student subgroup area which denotes that there are fewer than 10 students in each of the subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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
Effective Utilization of District Mathematics Pacing Guides	9, 10	District Personnel	School-wide	Monthly department meetings beginning Sept. 5th	Administrators will conduct classroom visits to monitor usage and fidelity of pacing guides	Administrators, Mathematics Department chairpersons
Collaborating with FLVS staff in order to implement the blended instruction	9, 10	District Personnel	School-wide	October bi-weekly beginning Oct. 3	Communication via email, telephone calls, video conferences with FLVS instructors	Administrators, Mathematics Department chairpersons
Common Core Standards training	9, 10	District Personnel	School-wide	Online professional development beginning Oct. 29th and continuing for 2 weeks	New assessment strategies	Administrator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		N/A		
Science Goal #1:				
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:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		N/A		
Science Goal #2:				
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				

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Our goal for the 2012-2013 school year, based on the 2012 Biology EOC scores is to maintain Level 3 student proficiency at 9%
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (4)	9% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 An analysis of the 2012 FCAT Science Assessment data indicates a need for improvement in the area of molecular and cellular biology.	1.1 iPreparatory Academy will be employing a blended curriculum strategy with FLVS in which a face to face teacher will interface with the digital content presented by Florida Virtual School. The students will be utilizing the hands on inquiry based investigations presented by FLVS with the on site teacher's support. The face to face teacher will highlight the use of scientific process skills to enhance science content knowledge/on site teacher can also supplement FLVS student assistance with additional real time tutoring sessions which emphasize help with the more difficult scientific concepts	1.1 MTSS/RtI Team/Administrative walkthroughs	1.1 PENDA online learning system for review and reinforcement, Administrative Classroom walk-throughs where lesson plans are reviewed/administrative observation of teacher assisting students with FLVS online content Evaluating process through baseline and interim testing	Formative: District and School-site data Summative: 2013 EOC Biology Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Our goal for the 2012-2013 school year, based on the 2012 Biology EOC scores is to maintain Level 4 and 5 student proficiency in Biology at 91%
2012 Current Level of Performance:	2013 Expected Level of Performance:
91%	91%

(40)						(40)
Problem-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	2.1 Lack of home internet service	2.1 Students will access additional enrichment learning at home/district may provide internet access to low income students	2.1 MTSS/RtI Team, Administrative walkthroughs	2.1 PENDA online learning system for review and reinforcement, Administrative Classroom walk-throughs where lesson plans are reviewed/administrative observation of teacher assisting students with FLVS online content Evaluating process through baseline and interim testing	2.1 Formative: District and School-site data Summative: 2012 EOC Biology assessment, Science Fair, Fairchild Challenge, SECME competition, Robotics Club—STEM activities	

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
AP training in Biology	10	District Personnel	Science instructors	Nov. 6th, 2012	Classroom walkthroughs	Administration
AP training in Chemistry	10	District Personnel	Science instructors	Nov, 6th, 2012	Classroom walkthroughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	District students achieving 3.0 or higher on the FCAT Writing Assessment is 80% Out goal is to increase this percentage to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (40)	82% (40%)

Problem-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	1A.1 Students demonstrate a lack of proficiency in use of mature vocabulary, cohesive sentence and paragraph structure and organization, and in grammar and writing mechanics.	1A.1 . Utilizing Daily Grammar Practice program throughout the entire year to strengthen students' control of writing with fluidity and understanding basic and complex grammatical structures.	1A.1 MTSS/RTI Team	1A.1 Data from the prescribed intervention assessments will be analyzed regularly in order to monitor students' progress and the effectiveness of program delivery/instruction will be adjusted as appropriate	1A.1 Formative: School-site generated assessments and assignments, FAIR, intervention assessments Summative: 2013 FCAT assessment. District Pretest and Midyear writing prompts
2	1A.2 Students struggle with writing clear thesis statements and understanding correct organization patterns for different modes of writing.	1A.2 Teachers will model good writing and various writing strategies through scaffolding and use of strategic graphic organizers, as well as sharing model essays and analyzing good writing. Teachers will emphasize instruction that helps students build stronger arguments to support their answers by elaborating on their support. More practice will be provided with methods of development and understanding the phrase supporting details in performance tasks.	1A.1 MTSS/RTI Team	1A.2 Data from the prescribed intervention assessments will be analyzed regularly in order to monitor students' progress and the effectiveness of program delivery/instruction will be adjusted as appropriate	1A.2 Formative: School-site generated assessments and assignments, FAIR, intervention assessments Summative: 2013 FCAT assessment. District Pretest and Midyear writing prompts

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:	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				

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
FCAT Writes	9-10 Language Arts	PD facilitator	9-10, English/LA	Oct. 26th, 2012	rubrics, organizers, training, assessments	Administration
Pre-AP Writing strategies	9-10/Language Arts, Social Studies	PD facilitator	9-10, English/LA, Social Studies	Feb. 1st, 2013	rubrics, organizers, training, assessments	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing 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:	iPrep Academy will not be having an 11th grade during the 2012-2013 school year so the school will not be offering this course.
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:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	iPrep Academy will not be having an 11th grade during the 2012-2013 school year so the school will not be offering this course.
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				

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
N/A						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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:	Our goal for the 2012-2013 school year is to increase attendance from 94.53% to 95.03% by creating a climate where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences from 38 to 36.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.53% (93)	95.03% (93)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

38	36				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
56	53				
Problem-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	1.1 Inconsistent staff effort at tracking and providing consequences for excessive unexcused tardies and absences	1.1 Create a list of consequences for excessive unexcused tardies and absences/orientation meeting at beginning of year to lay out new framework, reward system	1.1 Faculty, Administration, Parents	1.1 Weekly counts of tardies and absences will be gathered and presented to faculty at faculty meetings	Attendance reports, SCAM forms

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
Pinnacle Gradebook training	9, 10, Parents	Administration	School wide	August 15, 2012	Monitoring Pinnacle use	Administration
PLC for Parents	Community	Administration	Community	Ongoing beginning Aug. 15, 2012	Attendance rate	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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:		Our goal for the 2012-2013 school year is to reduce to zero our current student suspension number of one.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
0		0			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
0		0			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
1		0			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
1		0			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Parents and students are unfamiliar with the Student Code of Conduct and are unaware of reasons for suspensions. There are not enough opportunities to recognize students for positive behaviors.	1.1 Parents and students will be provided training on the Student Code of Conduct	1.1 Administration and Leadership team	1.1 Administration will keep log of parents and students who have completed training on Student Code of Conduct	1.1 School-generated reports such as COGNOS
	1.2 There are not	1.2 Employ	1.2 Administrators	1.2 Administrators will	1.2 School

2	enough opportunities to recognize students for positive behaviors.	SpotSuccess district program	and Leadership Team	monitor the number of students receiving SpotSuccess rewards	generated reports of which students received SpotSuccess reports
---	--	------------------------------	---------------------	--	--

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	9, 10	Administration	Student, Parent, faculty, staff	Sept. 14th--first EESAC meeting	Utilize classroom walk throughs to monitor student behavior	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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	iPrep Academy will not have a graduating class in the 2012-2013 school year. During the 2011-2012 school year iPrep Academy's

Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	graduation rate was 100%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0% (0)	0% (0)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
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	1.1 Parents and students are unfamiliar with graduation requirements.	1.1 Identify and meet with at-risk students and discuss the Student Progression Plan options and credit-recovery programs and enroll the students in the respective programs. Provide parents and students with information regarding graduation requirements.	1.1 Administration and guidance counselor	Tracking at risk students programs.	Teacher-administrator informal meetings on a weekly basis, school reports, suspension reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSS/RtI training	9, 10	District Professional development	Staff and Parents	Online professional development class beginning Sept. 14th and ongoing as needed	individual counseling with students	Administration

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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>	Given the need to establish a link among the school, the home, and the community, the school will increase parental involvement participation from 75% to 80%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
75% (101)	80% (108)

Problem-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	1.1 Students come from all over the district and parents may find it difficult to come to the school.	1.1 Create parent surveys requesting they identify day and time they may participate in school activities. Conduct informational meetings for parents throughout the school year identifying possible school activities available for participation	1.1 Administration	1.1 Review sign-in sheets to determine the number of parents who are participating in school activities -Keep track of number of parent surveys that are returned	1.1 Parent sign-in logs
2	1.2 Parents have a limited knowledge of curricular and extra-curricular programs, procedures, and	1.2 Create a link on the school website for parents to click in and ask questions or offer suggestions	1.2 Administration	1.2 Number of parent suggestions or comments	1.2 Tracking number of parent log ins to web site

requirements at the high school level				
---------------------------------------	--	--	--	--

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
Student/Parent Portal	9, 10	selected	School-wide	ongoing beginning Aug. 20, 2012	Collect participation data	Administration
Graduation Requirements	9, 10	Principal, Guidance counselor	School-wide	Sept, 2012 and Jan., 2013	Parent sign-in logs	Administration
Advanced Placement Testing	9, 10	Principal, guidance counselor	School-wide	Sept, 2012 and Jan., 2013	Parent sign-in logs	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal # 1:	iPrep Academy will incorporate a higher number of STEM courses into the school curriculum.

Problem-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	1.1 increase limited number of students in these areas/iPrep Academy is a commuter school	1.1 incorporate more FLVS courses into the school day in the STEM areas at iPrep in order to offer more electives to students	1.1 Administration and guidance	1.1 monitoring of student selection of electives in STEM categories	1.1 number of students in Dual Enrollment, Honors, and AP courses, participation in SECME and Science Fair, robotics, Fairchild challenge

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
Defining STEM and what it means for students	9, 10	District Personnel	Faculty, staff, parents, students	Nov. 6th, 2012	Incorporation of STEM into school curriculum	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:		iPrep will expand the Industrial Certifications options for students to include certification in Adobe as well as Microsoft Office products.			
Problem-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	1.1 CTE teacher is not certified with industry certification	1.1 CTE teacher attends Professional Development Institute (PDI) sessions during summer and fall training for instruction in certification skills	1.1 Administration	1.1 Teacher attendance at training sessions	1.1 Teacher adds industrial certification to professional certificates

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
Professional Development Institute sessions	9, 10	District personnel	Select faculty	Summer and fall, 2012	Completion certificates for sessions	Administration

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

\$0.00

Subtotal: \$0.00

Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
U.S. History				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
N/A				\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
U.S. History				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
N/A				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
U.S. History				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
N/A				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	\$0.00
CELLA	\$0.00
Mathematics	\$0.00
Science	\$0.00
Writing	\$0.00
U.S. History	\$0.00
Attendance	\$0.00
Suspension	\$0.00
Dropout Prevention	\$0.00
Parent Involvement	\$0.00
STEM	\$0.00
CTE	\$0.00
N/A	\$0.00
	Subtotal: \$0.00
	Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input checked="" type="radio"/> Focus	<input checked="" type="radio"/> Prevent	<input checked="" type="radio"/> NA
---	--	--	-------------------------------------

Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
We have never received any EESAC funds to spend.	\$0.00

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

1. Assist in the development and monitor the implementation of the school improvement plan
2. The ESSAC will also participate in the analysis of evaluation data and in determining the overall effectiveness of instructional strategies, as a result.
3. Corporate sponsors such as Pearson and Apple will provide trainings and technology in order to supplement school resources

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