FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SOUTH AREA SECONDARY INTENSIVE TRANSITION PROGRAM

District Name: Palm Beach

Principal: Dr. Voncia Haywood

SAC Chair: Amy McGregor-Rick/Sarah Loureiro

Superintendent: Wayne Gent

Date of School Board Approval:

Last Modified on: 10/7/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					FY2012 School Rating: Incomplete due to not enough students in subgroups 47% AYP in Reading 25% AYP in Math FY2011 School Rating: Maintaining 86% met AYP Learning gains for Maintaing rating: Reading 42% Math 60% FY2010 School Rating: Improving 92% met AYP Learning gains for Improvement rating: Reading 52% Math 66% Learning gains for Maintaining rating:
		Doctorate,			

Position	Name	Degrees/Certifications	Years at Current School	Years as Administrator	Performance Record
Principal	Dr. Voncia Haywood	Ministry in Christian Education, Jacksonville Thelogical Seminary; Master's Degree in Educational Leadership, Nova SE University Certification: Educational Leadership (all levels), Middle Grades Endorsement, Business Education (6-12)	2	13	Reading 52% Math 66% FY2009 School Rating: Declining 95% met AYP Lowest 25% gains: Reading 83% Math 66% Proficiency: Reading 32% Math 26% Learning gains for both FTE periods: Reading 60% Math 72% Learning gains for improvement rating: Reading 42% Math 70% 7th grade students proficient in reading improved by 11% 8th grade students proficient in math improved by 22% Improved school level mean scale score in all grades for Reading and Math FY2008 School Grade: F 79% met AYP High Standards: Writing 90% Science 49% Math 13% Reading 19% Gains: Reading 56% Math 49% Lowest 25% gains: Reading 56% Math 45%
Assis Principal	Terrence Narinesingh	Specialist (Ed.S.) in Educational Leadership – Florida Atlantic University, Master of Science (MS) in Exceptional Student Education – Florida Memorial University, Bachelor of Science in Biology (Pre-Medicine) – Florida Memorial University Certifications: Biology (Grades 6-12), Educational Leadership (All levels), Exceptional Student Education (Grades K-12), General Science (Grades 5-9), Reading (Endorsement), School Principal (All levels)	1	4	2011-2012 Riviera Beach Maritime Academy - Grade improvement to "A" from the previous year "D." Science proficiency increases from 37% to 70% (33% increase). Met Adequate Progress for At-Risk. Palm Beach Maritime Academy - Grade achievement of "A." Science proficiency increases from 63% to 67% (5% increase). Met Adequate Progress for At-Risk. 2010-2011 Bright Futures Academy Charter School – Grade improvement to "A" from the previous year "C." Science proficiency increases from 45% to 52% (7% increase). Met Adequate Progress for At-Risk. G-Star School of the Arts – Achieved Grade "A." Science proficiency of 54%. Met Adequate Progress for At-Risk. 2009-2010: John I. Leonard High School - Grade improvement to "A" from the previous year "C." Science proficiency increases from 28% to 46% (18% increase). Met Adequate Progress for At-Risk. Santaluces Community High School - Grade improvement to "A" from the previous year "D." Science proficiency increases from 32% to 47% (15% increase). Met Adequate Progress for At-Risk. South Tech Academy - Grade improvement to "B" from the previous year "D." Science proficiency increases from 20% to 32% (12% increase). Met Adequate Progress for At-Risk. Olympic Heights Community High School - Grade improvement to "A" from the previous year "B." Science gains from 44% to 49% (5% increase). Met Adequate Progress for At-Risk. Royal Palm Beach Community High School - Grade improvement to "B" from the previous year "D." Science proficiency increases from 35% to 38% (3% increase). Met Adequate Progress for At-Risk.

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.

	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)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Attend Job Fairs when available	Administration	Ongoing	
2	2. Advertise vacant positions through District web-based personnel system	Administration	Ongoing	
3	3. Strongly encourage prospective applicants to tour school, meet staff and students	Administration	Ongoing	
4	4. Eligible candidates are informed of sign-on bonus for Title I schools, when available	Administration	Ongoing	
5	5. Provide mentor for each teacher new to the school	Assistant Principal	Ongoing	
6	6. Common Planning with grade level and subject area teams	Administration	weekly	
7				

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
All teachers received an effective rating 2 teachers are currently teaching out-of-field	1. Attend district and school based professional development trainings. 2. Assist with studey materials for subject area exams 3. Common Planning with grade level and subject area teams 4. Weekly subject specific meetings to discuss strategies and support

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)	33.3%(3)	55.6%(5)	11.1%(1)	11.1%(1)	77.8%(7)	44.4%(4)	0.0%(0)	66.7%(6)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mr. Terrence Narinesingh	All teachers new to South Intensive, all beginning teachers	Assistant Principal, Beginning Teacher Contact, Mentor/Mentee Supervision on school level	Pair Mentors to Mentees; ensure compliance with District Beginning Teacher Program; Classroom observations, one-on-one teacher conferences, Monthly meeting to review walk-through data, New Teacher Checklist
Amy McGregor-Rick	Any new teachers	Clinical Education Trained and identified as an effective mentor by student data	Classroom observations, teacher conferences, assistance with IPDP, Peer I Observation, LTM's discussing Marzano's Art and Science of Teaching

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

Services are provided to ensure students requiring additional remediation are assisted through after-school tutorial programs (e2020, Title I FCAT tutoring, Fl Virtual) or summer school. palm Tran passes are provided for transportation if needed. South Intensive doesn't have a full-time position in family involvement. We have a Family Counselor assigned to our school one day a week to assist studednts on a weekly basis. Parents are involved in the decision making process of the school through our SAC. Title I funds are used to ensure staff development needs are provided.

Title I, Part C- Migrant

The Department of Dropout Prevention/Alternative Education provides Migrant Liaison as needed. Currently there are no migrant students at South Intensive.

Title I, Part D

District receives funds to support the Alternative Education Outreach program. Services are coordinated with District Dropout Prevention programs through Safe Schools.

Title II

The District coordinates with Title II and Title III in ensuring staff development needs are provided.

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

All level 1-2 students are placed in Intensive Math and Intensive Reading courses which provide additional Academic Instruction.

Violence Prevention Programs

South Intensive has implemented the Jeffrey Johnson Stand Up for All Students Act, according to District Policy 5.002. Staff and students are informed on anonymous reporting procedures.

South Intensive participates in the PBSG through Safe Schools. We meet bi-weekly to discuss student discipline data and strategies/incentives to promote positive behavior on campus. Through this group, we have implemented a school wide behavior initiative program called, FAB, that is posted all around school and stated each day on the morning announcements. (F-Following Directions/A-Avoiding Aggression/B-Being Respectful)

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

Nutrition Programs

School Food Service provides breakfasts and lunches for all students; School Wellness Director promotes all aspects of nutrition and wellness. New nation wide initiative requiring a "healthy choice option" at lunch.

Housing Programs

N/A

Head Start

N/A

Adult Education

Information on District-provided adult education is made available to students who are eligible and request the information.

Career and Technical Education

South Intensive will offer a career day, inviting workers from various vocations to give students options and ideas for career path choices. Guidance Counselor available for all students to discuss career goals and choices. All 8th grade students will create an ePep folder where they will select a course of study for high school and select appropriate courses that meet the prerequisites for that particular career.

Job Training

South Intensive will offer a career day, inviting workers from various vocations to give students options and ideas for career path choices.

Other

Intensive Transition South works with the following business partners from the community, Wal-Mart, Publix, and Sam's Club, Barnes and Noble. Every year, the school hosts a yard sale and the business partners donat supplies to assist in this fund raiser.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Assistant Principal
School Psychologist
Select classroom teachers
RtI/Inclusion Facilitator
ESE Contact
Guidance Counselor
ESE teacher
District Student Advocate

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

The role of the MTSS/RtI Team at South Intensive is to provide positive research-based interventions to help students succeed. The team will meet bi-weekly on Wednesdays to review data which will include universal screenings, diagnostic data, FCAT data etc. Based on this information, the team will identify areas where professional development is needed to strengthen the learning environment for all students. The team will track academic achievement of students as well as behavioral and attendance data. The team will then identify students who are not meeting the academic and/or behavioral targets. The identified student will then be referred to the team to determine interventions needed to assist the student. An Intervention Plan will be developed for the student. The Intervention Plan will identify the student's specific areas of deficiencies and provide research based interventions to assist the student in meeting the academic/behavior issue. Each student will be assigned a case liaison (a member of the RtI Leadership Team) to support the plan and the teacher implementing the plan. The case liaison will report back to the team.

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?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

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.

Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Palm Beach County Fall Diagnostics
Palm Beach Writes
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Brigance Diagnostic
Read 180
Wilson
The Edge
Core K12

Office Discipline Referrals
Retentions
Absences
Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
End of year data:
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

The school-based RtI facilitator will provide in-service to the faculty on designated professional development days. Further training for classroom teachers will be provided by members of the RtI Leadership Team as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Amy Rick – Reading/Social Studies
Jacqueline Major – Reading/Language Arts
Dan Campbell – Reading/Language Arts/Social Studies
Voncia Haywood–Principal
Terrence Narinesingh – Assistant Principal
Monique Lambrou-Language Arts/Reading

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

The LLT at South Intensive is comprised of reading teachers and administrators. We communicate via bi-weekly one hour meetings. Members of the LLT collaborate to implement school-wide initiatives such as:

Incentive programs for reading improvement and achievement
School-wide Read (DEAR Program)
Vocabulary development (Root Word Project and Vocabulary of the Week)
Infusion of reading benchmarks and strategies into all content area courses

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

Major initiative #1 School-Wide Read
Students vote on a novel to read school-wide and create posters and banners to promote the book throughout campus. All teachers and students on campus read from the novel daily in multiple rooms in sync. Students perform dramatic interpretations of selected scenes and participate in additional novel-related activities. Online blogging about the book will connect the various groups of students. Announcements over the public address system will kick off the program and keep everyone on the same page. The school-wide read will enhance reading fluency and comprehension levels and create a culture of literacy.

Initiative #2 Root Word Project
LLT creates a weekly PowerPoint that focuses on one word root per week. Teachers then are asked to promote the weekly root in class using the PowerPoint, content-area materials, games, etc. The LLT coordinates school-wide assessments to track student progress and mastery.

Initiative #3 Vocabularfy of the Week
Prior to the school year, two vocabulary words were selected for each week. They are said each morning on the announcements and students are encouraged to submit sentences using the words appropriately so they can be read over the announcements. Teachers are required to incorporate the words in their lessons that week.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers participate in staff development that focuses on reading strategies. Teachers are required to use reading benchmarks in lesson plans to infuse reading strategies into the content areas. The reading startegies are tailored to the

other subject areas, as necessary. For example, the SQ3R method is used throughout the grades and curriculums as a reading strategy. The SQ3R method is tailored in the math classes to focus on solving mathematical word problems. All teachers are trained in CRISS strategies.

*High Schools Only

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

Students apply real world applications to their subjects. They have the opportunity to participate in classroom simulations that increase their knowledge of the future and the real world. Students practice consumer and household skills such as balancing a checkbook, paying bills, etc.

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?

The students have an ePep folder that was created with their career goals in mind. Students are encouraged to look at the career choice and complete the necessary courses to begin their intended career. We work very closely with the Graduation Coach. She provides individual counseling to students to ensure they are taking ownership in their future career plans.

Postsecondary Transition

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

All students are encouraged to take e2020 and Florida Virtual courses. This earns the students additional credits toward graduation requirements. We are offering Personal Fitness and Career Prep which in the past has been an impediment to graduation, particulary of special needs students. The campus is visited by a Graduation Coach who engages the students in data chats in relation to graduation readiness. In addition, graduation readiness is tracked in a data binder by the principal and shared with parents.

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:	Increase percentage of students scoring at 3 by 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (2) of students that were here for one FTE marking period achieved mastery	38% of students will achieve mastery on the 2013 FCAT

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility and attendance.	Students will only transition to their zone schools at semester breaks. Increase parental involvement by holding FCAT parent nights and other meetings to discuss strategies to keep students involved and assist parents with study skills to increase student achievement and attendance. Provide information to parents via Edline.	Administration Teachers	Staff and parent survey	Attendance data Enrollment data
2	Students are not successful in academic skills as well as critical thinking, problem solving and goal setting.	Utilize SpringBoard Curriculum and strategies in all academic areas except Math. Require students to carry a planner provided by the school. They must write down the board configuration in each class and set a daily and weekly learning goal.	Administration Instructional Staff Support Staff	Number of students showing academic success with the curiculum	SpringBoard assessments Portfolios Grades
3	Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT	Teachers will provide students with complexity questions stems. Each desk will have a lamenated question stem taped to it so they become familiar with higher order questioning. Students will be taught how to identify high, low, and medium level complexity questions. They will be required to create assessments fo other classes writing higher order questions.	Administration Professional Development Team Grade Chair	Student Generated Assessments Student responses to questions	Assessment results (student generated) Core K-12
	Access to high interest	1. Implement Read180 for	1. Principal, Asst.	1. Utilize ComPASS	1. Diagnostics,

| 4 | age appropriate materials | middle school students
2. Implement EDGE for high school students
3. Develop Instructional Focus Calendar for Reading and Language Arts classes
4. Implement Core K-12 with fidelity. | Principal, Classroom teachers2. Principal, Asst. Principal, Learning Team Facilitator. Principal, Learnin Team Facilitator | Learning in Language Arts classrooms to differentiate instruction and provide for individual remediation and enrichment activities
2. Lesson plans will be reviewed
3. Instructional Focus Calendar will be reviewed weekly; Reading Counts program will be implemented
4. Core K-12 will be monitored weekly for student progress. | classroom walk-throughs, mini-assessments,
2. District Staff evaluations
3. Mini-assessments, LTF Meetings
4. Core K-12 reports |

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Increase percentage of students by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1) of students achieved a level 4 or 5 on the 2011 FCAT	12% of students will receive a level 4 or 5 on the 2013 FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low expectations of students.	Expose students to motivational materials, individuals, and mentoring.	All staff	Student learning journals	Diagnostics, FCAT, SRI
	Students need rigorous classes to be	Students will be enrolled in Advanced	Guidance Counselor	Students schedules	Grades on assignment and

2	challenged.	Placement through Fl Virtual. This will expose them to the rigorous reading and writing tasks needed to succeed in college.	Administration		final grade in course
3	Students have not internalized reading strategies.	Incorporate higher order thinking questions into the Springboard curriculum that will require students to use strategic and extended thinking	Assistant Principal	Springboard curriculum/assessments/activities	Diagnostics FCAT PMRN
4	Students do not comprehend instruction with traditional approaches to learning.	Teachers will utilize Clickers, Edline, and GIZMOS to enhance student learning styles	Assistant Principal ITSA	Benchmark Assessments (Core K-12) Student Response Systems (Clickers) Weekly meetings with teachers to review data to drive decision making	Classroom Observations Learning Team Meetings Core K-12 Assessments Clicker data
5	Student mobility is a constant challenge	1. Implement Read180 for middle school students 2. Implement EDGE for high school students 3. Develop Instructional Focus Calendar for Reading and Language Arts classes 4. Implement Core K-12 with fidelity.	1. Principal, Asst. Principal, Classroom teachers2. Principal, Asst. Principal, Learning Team Facilitator. Principal, Learnin Team Facilitator	1. Utilize ComPASS Learning in Language Arts classrooms to differentiate instruction and provide for individual remediation and enrichment activities 2. Lesson plans will be reviewed 3. Instructional Focus Calendar will be reviewed weekly; Reading Counts program will be implemented 4. Core K-12 will be monitored weekly for student progress.	1. Diagnostics, classroom walk-throughs, mini-assessments, 2. District Staff evaluations 3. Mini-assessments, LTF Meetings 4. Core K-12 reports

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the percentage of students making gains by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	47% (7) of students made learning gains	52% will make learning gains

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	Attendance data, FCAT, Diagnostics, EOC exams
2	Students are not successful in academic skills as well as critical thinking, problem solving and goal setting	Small group instruction manipulatives Student Planners Required Daily with goals attached	All Staff	Daily Planner Check Student Portfolios Formative Assessments	Classroom Observations Assessment Results
3	Student mobility is a constant challenge	1. Implement FAIR assessments to monitor student progress 2. Implement Read180 for middle school students 3. Implement EDGE for high school students 4. Develop Instructional Focus Calendar for Reading and Language Arts classes	1. Principal, Asst. Principal, Reading Coach 2. Principal, Asst. Principal, Reading Coach 3. Principal, Asst. Principal, Reading Coach 4. Principal, Reading Coach	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule 2. Administer SRI test upon enrollment and each quarter 3. Reinforce reading through each core subject using rotational model 4. Reading programs such as RiverDeep, FCAT Explorer will be used	1. Printout of FAIR assessments 2. SRI tests, Diagnostics 3. Classroom Walk-throughs 4. Lesson plan reviews

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

Problem-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:			Increase the percentage of students in the lowest 25% making learning gains by 5%.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of the lowest 25% of students made learning gains	67% of the lowest 25% of students will make learning gains.

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Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	Attendance data, FCAT, Diagnostics, EOC exams
2	Students come to South Intensive not on grade level in math and reading, with poor orgainizational and note taking skills	Utilize small group settings, peer tutors, and differentiate instruction based on individual needs.	Instructional Staff Administration	Better grades Higher assessment results via Core K-12 and teacher generated assessments	Teacher assessment data Core K-12 Diagnostics FCAT
3	Student mobility is a constant challenge.	1. Implement Read180 for middle school students 2. Implement EDGE for high school students 3. Develop Instructional Focus Calendar for Reading and Language Arts classes 4. Implement Core K-12 with fidelity.	1. Principal, Asst. Principal, Classroom teachers2. Principal, Asst. Principal, Learning Team Facilitator. Principal, Learnin Team Facilitator	1. Utilize ComPASS Learning in Language Arts classrooms to differentiate instruction and provide for individual remediation and enrichment activities 2. Lesson plans will be reviewed 3. Instructional Focus Calendar will be reviewed weekly; Reading Counts program will be implemented 4. Core K-12 will be monitored weekly for student progress.	1. Diagnostics, classroom walk-throughs, mini-assessments, 2. District Staff evaluations 3. Mini-assessments, LTF Meetings 4. Core K-12 reports
4					

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 # In six years, the lowest 25% of students will make a 5% increase each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	increase by 5%	increase by 5%	increase by 5%	increase by 5%	

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:	Increase percentage of each subgroup making satisfactory progress in reading by 5%.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	10% of students achieved AYP	15% of students will achieve AYP on the 2013 FCAT

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	FCAT, Diagnostics, SRI, Core K-12,
2	Students attend school with the burdens of poverty. Attendance is often an issue.	Provide students with a nutritional breakfast and assist with obtaining free lunch if qualified. Place students who are level 1-2 in remediation classes such as Intensive Reading.	Administration	Grades Portfolios	Core K-12 Diagnostics FCAT EOC scores
3	Student mobility is a constant challenge.	1. Implement Read180 for middle school students and EDGE for high school students 2. Employ .5 resource teacher to provide tutorial services 3. Develop Instructional Focus Calendar for Reading and Language Arts classes 4. Implement Core K-12 with fidelity.	1. Principal, Asst. Principal, Classroom teachers2. Principal, Asst. Principal, Learning Team Facilitator. Principal, Learnin Team	1. Utilize ComPASS Learning in Language Arts classrooms to differentiate instruction and provide for individual remediation and enrichment activities 2. Lesson plans will be reviewed 3. Instructional Focus Calendar will be reviewed weekly; Reading Counts program will be implemented 4. Core K-12 will be monitored weekly for student progress.	FCAT, Diagnostics, Core K-12, SRI

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:	Making satisfactory progress by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	5% of ELL students will make learning gains as measured by the 2013 FCAT

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily	Students are placed in a small group setting and instruction is differentiatedto meet	All staff	Student portfolios are used along with Core k-12 assessments.	FCAT, Diagnostics, SRI, Core K-12,

	attendance and poor parental involvement.	their needs. Daily attendance calls are made to parents.			
2	Students often arrive at school with inadequate education from their home country. They have difficulty reading their native language and have tremendous difficulty reading English.	Small group setting Read Write Gold Peer Tutor	Intructional Staff Administration	Student work samples Teacher made Assessments	Assessment Results Grades Diagnostics PMRN SRI FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% of SWD were proficient on the 2012 FCAT	31% of students will be proficient in Reading

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	Attendance data, FCAT, Diagnostics, EOC exams
2	Students with Disabilities have, at times, severe issues with motivation. Additionally, reading is an aversive task because of coding and or processing problems.	ESE Strategists push into reading classrooms containing Students with Disabilities. They pull small groups and regularly do informal understanding/behavior checks with the students.	ESE Contact Instructional Staff Administration	IEP meetings, diagnostic testing, informal observation	diagnostic tests, nine week exams, semester exams

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase the number of Economically Disadvantaged students making satisfactory progress in reading by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (5) of Economically Disadvantaged students were proficient on the 2012 FCAT.	15% of Economically Disadvantaged students will meet proficiency on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	Attendance data, FCAT, Diagnostics, EOC exams
2		Student discrepancy from grade level.	Read 180 The Edge Wilson RIM School Wide Read	Literacy Leadership Team	Portfolios, Teacher Observation	Core K-12 SRI Fluency Probes Diagnostics FCAT SAM
3		Student discrepancy from grade level.	Trans Math Inside Algebra RIM	Mathematics Department Administration	Portfolios, Teacher Observation	Core K-12 Diagnostics FCAT EOC Exams
4		Students in danger of retentions.	Extended Day Tutorial, Compass	Resource Teacher	Remediated retentions, pass rate	Compass
5			Read 180 The Edge Read ON Wilson RIM School Wide Read			

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
Infusing Reading Strategies into All Content Areas	6-12	Amy McGregor-Rick	All instructional staff	All PD days LTMs Common Planning Time	class walk-throughs Diagnostic scores Core k12 Lesson Plans	Professional Development Team Administration
Work with learning team to develop common assessments, analyze data, and instructional activities based on results	6-12	Department Chairs	Subject specific	LTM's	Lesson plans, LTM notes	Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Tutoring	After school tutorials for FCAT Reading grades 6-12.	Title I	$2,000.00

			Subtotal: $2,000.00

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards Conference	Used for enrollment costs to attend Common Core standards Training	Tile I	$700.00
			Subtotal: $700.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,700.00

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:	80% will be proficient in listening/speaking in June 2013

2012 Current Percent of Students Proficient in listening/speaking:

75% (3) of ELL students were proficient in listening/speaking in June 2012.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student mobility	Encourage schools to send students during the semesters as a last resort. Send students back to their home schools at natural breaks (semester, end of the year).	Administration	EDW reports Mainframe	CELLA
2	Studends come to school significantly behind in listening and English speaking skills	Use small group Read Write Gold	ELL Contacts	Formative Assessments	CELLA FCAT

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:	100% (4) of students are will be proficient in reading in June 2013

2012 Current Percent of Students Proficient in reading:

100% (4)of students were proficient in reading in June 2012.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility	Leave at natural breaks in the school year when transitioning back to their home school.	administration	Mainframe EDW reports	CELLA
2	ELL students have limited vocabulary which negatively impacts their ability to comprehend and make meaning from text	Utilize the school wide vocabulary of the week, including working with the word each period of the day	instructional staff ESOL contacts	Explicit teaching of tier two vocabulary including multiple exposures to words supports retention of vocabulary and supports comprehension of text	Pre/Post test, weekly quizzes, evidence that students use vocabulary in writing

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	85% will have proficiency in writing by June 2013
2012 Current Percent of Students Proficient in writing:	
50% proficiency in writing by June 2012	

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student mobility	allow students to leave at natural breaks to transition back to their home schools	administration	EDW reports Mainframe PBW data	CELLA

CELLA Budget:

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Increase percentage by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT results, 20% of students were proficient in math.	25% of students will achieve mastery on the 2013 FCAT

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility and attendance.	Students will only transition to their zone schools at semester breaks. Increase parental involvement by holding FCAT parent nights and other meetings to discuss strategies to keep students involved and assist parents with study skills to increase student achievement and attendance. Provide information to parents via Edline.	Administration Teachers	Staff and parent survey	Attendance data Enrollment data
2	Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT	Teachers will provide students with complexity questions stems. Each desk will have a lamenated question stem taped to it so they become familiar with higher order questioning. Students will be taught how to identify high, low, and medium level complexity questions. They will be required to create assessments fo other classes writing higher order questions.	Administration Professional Development Team Grade Chair	Student Generated Assessments Student responses to questions	Assessment results (student generated) Core K-12
3	Learning gaps due to behavior issues	1. All level 1-2 students will be placed in Intensive Math classes 2. Utilize Focus Calendar to identify students needing intervention 3. Provide Math support for all teachers 4. Implement baseline data and evaluate testing of all students 5. Implement a mentor program to decrease negative behaviors.	1. Principal, Assistant Principal 2. Principal, Assistant Principal 3. Principal, Assistant Principal, Professional Development Team 4. Principal, Assistant Principal, Teachers	1. Mini-assessments, student assessments 2. Review of Focus Calendar, Walk-Throughs, Student assessments, Mini-assessments 3. Walk-Throughs, Students assessments, Mini-assessments 4. Mini-assessments, student assessments	1. Diagnostics, Common Assessments, Walk-Through Data 2. Diagnostics, Common Assessments, Walk-Through Data 3. Diagnostics, Common Assessments, Walk-Through Data

				4. Data; LTF meetings

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

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase the percentage of students by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at or above grade level on the 2011 FCAT	5% will score a level 4 or 5 on the 2013 FCAT

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low expectations of students.	Expose students to motivational materials, individuals, and mentoring.	All staff	Student learning journals	Diagnostics, FCAT, SRI
2	Students need rigorous classes to be challenged.	Students will be enrolled in Advanced Placement through FI Virtual. This will expose them to the rigorous reading and writing tasks needed to succeed in college.	Guidance Counselor Administration	Students schedules	Grades on assignment and final grade in course
3	Students do not comprehend instruction with traditional approaches to learning.	Teachers will utilize Clickers, Edline, and GIZMOS to enhance student learning styles	Assistant Principal ITSA	Benchmark Assessments (Core K-12) Student Response Systems (Clickers) Weekly meetings with teachers to review data to drive decision making	Classroom Observations Learning Team Meetings Core K-12 Assessments Clicker data

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the percentage of students making by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT results, 25% (2)of students made learning gains	30% will make learning gains.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.</td><td>Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.</td><td>All staff</td><td>Student portfolios are used along with Core k-12 assessments.</td><td>Attendance data, FCAT, Diagnostics, EOC exams</td></tr>
<tr><td>2</td><td>Students are not successful in academic skills as well as critical thinking, problem solving and goal setting</td><td>Small group instruction manipulatives Student Planners Required Daily with goals attached</td><td>All Staff</td><td>Daily Planner Check Student Portfolios Formative Assessments</td><td>Classroom Observations Assessment Results</td></tr>
<tr><td>3</td><td>Student mobility is a constant challenge.</td><td>1. Increase the use of manipulatives and hands-on activities
2. Plan differentiated instruction using evidence based instruction
3. Plan tutorials and interventions for students not responding</td><td>1. Math Dept. Chair, Learning Team Facilitator
2. Math Dept. Chair, Learning Team Facilitator
3. Math Dept. Chair</td><td>1. Review common assessments
2. Review Mini-assessments, compare gains is diagnostics
3. Analyze results of tutoring; review common assessments; weekly mini-assessments</td><td>1. Review of Focus Calendar
2. Mini-assessments, diagnostics
3. Diagnostics, mini-assessments</td></tr>
</table>

		to core and supplemental instruction			

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

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the percentage of students in the lowest 25% making learning gains by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1) of students in lowest 25% made learning gains in 2012	25% of students in lowest 25% will make learning gains in 2013

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	Attendance data, FCAT, Diagnostics, EOC exams
2	Students come to South Intensive not on grade level in math and reading, with poor orgainizational and note taking skills	Utilize small group settings, peer tutors, and differentiate instruction based on individual needs.	Instructional Staff Administration	Better grades Higher assessment results via Core K-12 and teacher generated assessments	Teacher assessment data Core K-12 Diagnostics FCAT

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

	Middle School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Scores will increase an average of 5% each year
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	20%	5% increase	5% increase	5% increase	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	5% increase in subgroups making AYP
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% did not make AYP	30% will make AYP in June 2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	FCAT, Diagnostics, SRI, Core K-12,
2	Students attend school with the burdens of poverty. Attendance is often an issue.	Provide students with a nutritional breakfast and assist with obtaining free lunch if qualified. Place students who are level 1-2 in remediation classes such as Intensive Reading.	Administration	Grades Portfolios	Core K-12 Diagnostics FCAT EOC scores

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Currently no ELL students in middle school

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student behavior prior to	Students are placed in a	All staff	Student portfolios are	FCAT, Diagnostics,

				used along with Core k-12 assessments.	SRI, Core K-12,
1	attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.			
2	Students often arrive at school with inadequate education from their home country. They have difficulty reading their native language and have tremendous difficulty reading English.	Small group setting Read Write Gold Peer Tutor	Intructional Staff Administration	Student work samples Teacher made Assessments	Assessment Results Grades Diagnostics PMRN SRI FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	5% increase in the number of Students with Disabilities will making AYP in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of Students with Disabilities did not make AYP in 2012.	38% of Students with Disabilities will make AYP in 2013.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	Attendance data, FCAT, Diagnostics, EOC exams
2	Students with Disabilities have, at times, severe issues with motivation. Additionally, reading is an aversive task because of coding and or processing problems.	ESE Strategists push into reading classrooms containing Students with Disabilities. They pull small groups and regularly do informal understanding/behavior checks with the students.	ESE Contact Instructional Staff Administration	IEP meetings, diagnostic testing, informal observation	diagnostic tests, nine week exams, semester exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	5% incease in the number of Economically Disadvantaged students will make AYP in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% of Economically Disadvanataged students did not make AYP in 2012.	18% of Economically Disadvantaged students will make AYP in 2013.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	Attendance data, FCAT, Diagnostics, EOC exams
2	Student discrepancy from grade level.	Read 180 The Edge Wilson RIM School Wide Read	Literacy Leadership Team	Portfolios, Teacher Observation	Core K-12 SRI Fluency Probes Diagnostics FCAT SAM
3	Student discrepancy from grade level.	Trans Math Inside Algebra RIM	Mathematics Department Administration	Portfolios, Teacher Observation	Core K-12 Diagnostics FCAT EOC Exams
4	Students in danger of retentions.	Extended Day Tutorial, Compass	Resource Teacher	Remediated retentions, pass rate	Compass

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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

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

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

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:	5% increase in proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% proficient in Alegbra	28% will be proficient in June 2013

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student mobility and attendance.	Students will only transition to their zone	Administration Teachers	Staff and parent survey	Attendance data Enrollment data

1		schools at semester breaks. Increase parental involvement by holding FCAT parent nights and other meetings to discuss strategies to keep students involved and assist parents with study skills to increase student achievement and attendance. Provide information to parents via Edline.			
2	Students are not successful in academic skills as well as critical thinking, problem solving and goal setting.	Utilize SpringBoard Curriculum and strategies in all academic areas except Math. Require students to carry a planner provided by the school. They must write down the board configuration in each class and set a daily and weekly learning goal.	Administration Instructional Staff Support Staff	Number of students showing academic success with the curiculum	SpringBoard assessments Portfolios Grades
3	Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT	Teachers will provide students with complexity questions stems. Each desk will have a lamenated question stem taped to it so they become familiar with higher order questioning. Students will be taught how to identify high, low, and medium level complexity questions. They will be required to create assessments fo other classes writing higher order questions.	Administration Professional Development Team Grade Chair	Student Generated Assessments Student responses to questions	Assessment results (student generated) Core K-12

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:	5% increase in proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	5% will achieve a level 4 or higher

Problem-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	Low expectations of students.	Expose students to motivational materials, individuals, and mentoring.	All staff	Student learning journals	Diagnostics, FCAT, SRI
2	Students need rigorous classes to be challenged.	Students will be enrolled in Advanced Placement through Fl Virtual. This will expose them to the rigorous reading and writing tasks needed to succeed in college.	Guidance Counselor Administration	Students schedules	Grades on assignment and final grade in course

| 3 | Students do not comprehend instruction with traditional approaches to learning. | Teachers will utilize Clickers, Edline, and GIZMOS to enhance student learning styles | Assistant Principal ITSA | Benchmark Assessments (Core K-12) Student Response Systems (Clickers) Weekly meetings with teachers to review data to drive decision making | Classroom Observations Learning Team Meetings Core K-12 Assessments Clicker data |

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : In the next six years, there will be a 5% increase in proficiency levels each year

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	3%	23%	5% increase	5% increase	5% increase	

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:	5% increase in proficiency for each subgroup by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% of black, 33% of Hispanic, and 0% of white students weren't proficient	22% of black, 72% of hispanics, and 5% of white students will be proficient by June 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	FCAT, Diagnostics, SRI, Core K-12,
2	Students attend school with the burdens of poverty. Attendance is often an issue.	Provide students with a nutritional breakfast and assist with obtaining free lunch if qualified. Place students who are level 1-2 in remediation classes such as Intensive Reading.	Administration	Grades Portfolios	Core K-12 Diagnostics FCAT EOC scores

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:	5% increase in proficiency by June 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:

	100% did not meet proficiency	5% will be proficient by June of 2013

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.</td>
<td>Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.</td>
<td>All staff</td>
<td>Student portfolios are used along with Core k-12 assessments.</td>
<td>FCAT, Diagnostics, SRI, Core K-12,</td>
</tr>
<tr>
<td>2</td>
<td>Students often arrive at school with inadequate education from their home country. They have difficulty reading their native language and have tremendous difficulty reading English.</td>
<td>Small group setting Read Write Gold Peer Tutor</td>
<td>Intructional Staff Administration</td>
<td>Student work samples Teacher made Assessments</td>
<td>Assessment Results Grades Diagnostics PMRN SRI FCAT</td>
</tr>
</table>

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:	5% will make progress by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% did not make progress on the 2012 Algebra EOC	5% will be proficient by June 2013

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.</td>
<td>Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.</td>
<td>All staff</td>
<td>Student portfolios are used along with Core k-12 assessments.</td>
<td>Attendance data, FCAT, Diagnostics, EOC exams</td>
</tr>
<tr>
<td>2</td>
<td>Students with Disabilities have, at times, severe issues with motivation. Additionally, reading is an aversive task because of coding and or processing problems.</td>
<td>ESE Strategists push into reading classrooms containing Students with Disabilities. They pull small groups and regularly do informal understanding/behavior checks with the students.</td>
<td>ESE Contact Instructional Staff Administration</td>
<td>IEP meetings, diagnostic testing, informal observation</td>
<td>diagnostic tests, nine week exams, semester exams</td>
</tr>
</table>

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:

5% increase in proficiency by June 2013.

2012 Current Level of Performance:	2013 Expected Level of Performance:
70% were not proficient by June 2012.	35% will be proficient by June 2013.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	Attendance data, FCAT, Diagnostics, EOC exams
2	Student discrepancy from grade level.	Read 180 The Edge Wilson RIM School Wide Read	Literacy Leadership Team	Portfolios, Teacher Observation	Core K-12 SRI Fluency Probes Diagnostics FCAT SAM
3	Student discrepancy from grade level.	Trans Math Inside Algebra RIM	Mathematics Department Administration	Portfolios, Teacher Observation	Core K-12 Diagnostics FCAT EOC Exams
4	Students in danger of retentions.	Extended Day Tutorial, Compass	Resource Teacher	Remediated retentions, pass rate	Compass

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student mobility and attendance.	Students will only transition to their zone schools at semester breaks. Increase parental involvement by	Administration Teachers	Staff and parent survey	Attendance data Enrollment data

1		holding FCAT parent nights and other meetings to discuss strategies to keep students involved and assist parents with study skills to increase student achievement and attendance. Provide information to parents via Edline.			
2	Students are not successful in academic skills as well as critical thinking, problem solving and goal setting.	Utilize SpringBoard Curriculum and strategies in all academic areas except Math. Require students to carry a planner provided by the school. They must write down the board configuration in each class and set a daily and weekly learning goal.	Administration Instructional Staff Support Staff	Number of students showing academic success with the curiculum	SpringBoard assessments Portfolios Grades
3	Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT	Teachers will provide students with complexity questions stems. Each desk will have a lamenated question stem taped to it so they become familiar with higher order questioning. Students will be taught how to identify high, low, and medium level complexity questions. They will be required to create assessments fo other classes writing higher order questions.	Administration Professional Development Team Grade Chair	Student Generated Assessments Student responses to questions	Assessment results (student generated) Core K-12

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low expectations of students.	Expose students to motivational materials, individuals, and mentoring.	All staff	Student learning journals	Diagnostics, FCAT, SRI
2	Students do not comprehend instruction with traditional approaches to learning.	Teachers will utilize Clickers, Edline, and GIZMOS to enhance student learning styles	Assistant Principal ITSA	Benchmark Assessments (Core K-12) Student Response Systems (Clickers) Weekly meetings with teachers to review data	Classroom Observations Learning Team Meetings Core K-12 Assessments Clicker data

				to drive decision making

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

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

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

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

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

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	FCAT, Diagnostics, SRI, Core K-12,
2	Students attend school with the burdens of poverty. Attendance is often an issue.	Provide students with a nutritional breakfast and assist with obtaining free lunch if qualified. Place students who are level 1-2 in remediation classes such as Intensive Reading.	Administration	Grades Portfolios	Core K-12 Diagnostics FCAT EOC scores

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	FCAT, Diagnostics, SRI, Core K-12,
2	Students often arrive at school with inadequate education from their home country. They have difficulty reading their native language and have tremendous difficulty reading English.	Small group setting Read Write Gold Peer Tutor	Instructional Staff Administration	Student work samples Teacher made Assessments	Assessment Results Grades Diagnostics PMRN SRI FCAT

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

| 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	Attendance data, FCAT, Diagnostics, EOC exams
2	Students with Disabilities have, at times, severe issues with motivation. Additionally, reading is an aversive task because of coding and or processing problems.	ESE Strategists push into reading classrooms containing Students with Disabilities. They pull small groups and regularly do informal understanding/behavior checks with the students.	ESE Contact Instructional Staff Administration	IEP meetings, diagnostic testing, informal observation	diagnostic tests, nine week exams, semester exams

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	

	Geometry Goal #3E:	
	2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior prior to attending South Intensive creates learning gaps. Daily attendance and poor parental involvement.	Students are placed in a small group setting and instruction is differentiatedto meet their needs. Daily attendance calls are made to parents.	All staff	Student portfolios are used along with Core k-12 assessments.	Attendance data, FCAT, Diagnostics, EOC exams
2	Student discrepancy from grade level.	Read 180 The Edge Wilson RIM School Wide Read	Literacy Leadership Team	Portfolios, Teacher Observation	Core K-12 SRI Fluency Probes Diagnostics FCAT SAM
3	Student discrepancy from grade level.	Trans Math Inside Algebra RIM	Mathematics Department Administration	Portfolios, Teacher Observation	Core K-12 Diagnostics FCAT EOC Exams
4	Students in danger of retentions.	Extended Day Tutorial, Compass	Resource Teacher	Remediated retentions, pass rate	Compass

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
Work with learning team to develop common assessments, analyze data, and instructional activities based on results	6-12	Dept Chairs Assistant Principal	Math Department	bi-weekly	Lesson plans, LTM notes	Assistant Principal
District workshops	6-12	District personnel	Math teachers	ongoing	Presentation to teachers at LTM, common planning, or professional development	Assistant Principal
Cooperative learning and differentiated instruction based on data from	6-12	Dept Chairs Assistant Principal	Math Department	ongoing	Lesson plans, LTM notes, observations	Assistant Principal

common assessments					

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring for students who are not demonstrating proficiency on diagnostic tests or who must retake an EOC	Teachers	Title I	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Out Of Town Conferences	lodging, food and travel reimbursements	Title I	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	5% increase in proficiency by June 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored a 3	5% will score a 3 in science by June 2013
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student mobility and attendance.	Students will only transition to their zone schools at semester breaks. Increase parental involvement by holding FCAT parent nights and other	Administration Teachers	Staff and parent survey	Attendance data Enrollment data

1		meetings to discuss strategies to keep students involved and assist parents with study skills to increase student achievement and attendance. Provide information to parents via Edline.			
2	Students are not successful in academic skills as well as critical thinking, problem solving and goal setting.	Utilize SpringBoard Curriculum and strategies in all academic areas except Math. Require students to carry a planner provided by the school. They must write down the board configuration in each class and set a daily and weekly learning goal.	Administration Instructional Staff Support Staff	Number of students showing academic success with the curiculum	SpringBoard assessments Portfolios Grades
3	Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT	Teachers will provide students with complexity questions stems. Each desk will have a lamenated question stem taped to it so they become familiar with higher order questioning. Students will be taught how to identify high, low, and medium level complexity questions. They will be required to create assessments fo other classes writing higher order questions.	Administration Professional Development Team Grade Chair	Student Generated Assessments Student responses to questions	Assessment results (student generated) Core K-12
4	Learning gaps due to behavior issues	1. Use manipulatives when learning and practicing new science concepts 2. Science Teachers will use content area reading strategies in Science 3. Science Teachers will incorporate FCAT type questions in all assessments	1. Principal, Assistant Principal 2. Principal, Assistant Principal 3. Principal, Assistant Principal	1. Assessments will be implemented and checked by administration 2. The baseline and rigor of assessment will align with Focus Calendar 3. Hands-on experiments will be monitored by administration	1. Mini-assessments 2. FCAT scores, Mini-assessments 3. Reports generated from Walk-throughs

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	5% of proficiency increase by June 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT, 0% of students scored a level 4 or 5.	5% of students score a 4 or higher by June 2013

Problem-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	Low expectations of students.	Expose students to motivational materials, individuals, and mentoring.	All staff	Student learning journals	Diagnostics, FCAT, SRI
2	Students need rigorous classes to be challenged.	Students will be enrolled in Advanced Placement through Fl Virtual. This will expose them to the rigorous reading and writing tasks needed to succeed in college.	Guidance Counselor Administration	Students schedules	Grades on assignment and final grade in course
3	Students have not internalized reading strategies.	Incorporate higher order thinking questions into the Springboard curriculum that will require students to use strategic and extended thinking	Assistant Principal	Springboard curriculum/assessments/activities	Diagnostics FCAT PMRN
4	Students do not comprehend instruction with traditional approaches to learning.	Teachers will utilize Clickers, Edline, and GIZMOS to enhance student learning styles	Assistant Principal ITSA	Benchmark Assessments (Core K-12) Student Response Systems (Clickers) Weekly meetings with teachers to review data to drive decision making	Classroom Observations Learning Team Meetings Core K-12 Assessments Clicker data

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

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

Florida Alternate Assessment High School Science Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility and attendance.	Students will only transition to their zone schools at semester breaks. Increase parental involvement by holding FCAT parent nights and other meetings to discuss strategies to keep students involved and assist parents with study skills to increase student achievement and attendance. Provide information to parents via Edline.	Administration Teachers	Staff and parent survey	Attendance data Enrollment data
2	Students are not successful in academic skills as well as critical thinking, problem solving and goal setting.	Utilize SpringBoard Curriculum and strategies in all academic areas except Math. Require students to carry a planner provided by the school. They must write down the board configuration in each class and set a daily and weekly learning goal.	Administration Instructional Staff Support Staff	Number of students showing academic success with the curiculum	SpringBoard assessments Portfolios Grades
	Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the	Teachers will provide students with complexity questions stems. Each desk will have a lamenated question stem taped to	Administration Professional Development Team Grade Chair	Student Generated Assessments Student responses to questions	Assessment results (student generated) Core K-12

| 3 | FCAT | it so they become familiar with higher order questioning. Students will be taught how to identify high, low, and medium level complexity questions. They will be required to create assessments fo other classes writing higher order questions. | | | |

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:	5% increase by June 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students were proficient by June 2012	5% will be score at or above a level 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
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
Common Core	6-12	PDT	school-wide	Monthly Meetings	Follow-up meetings and classroom walkthroughs by administrators	Assistant Principal Common Core Team

Science Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2013 FCAT Writing test, there will be an average 5% increase in students scoring a 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% scored a 3 or higher on the 2012 June FCAT.	55% of students will score a 3 or higher by June 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Mobility is a constant challenge.	1. Students will maintain a writing folder of scheduled writing samples. 2. Students will receive descriptive feedback of writing and acknowledge progress on a chart to be kept in their writing folders. 3. Instruct students in the how to's of scoring on a 6 point rubric with the use of anchor papers. 4. At least once a week provide students with opportunities to scrutinize essays as a class activity utilizing the scoring rubric. 5. Teachers will attend group scoring workshops. 6. PowerEd Writes software will be used by teachers for	1. Teachers, Administration, LTF 2. Teachers, Administration, LTF 3. Teachers, Administration, LTF 4. Teachers, Administration, LTF 5. Administration, LTF, Professional Development Team 6. Teachers, Administration, LTF	1. Weekly folder check made by teacher and administrator. 2. Individual weekly writing conferences with each student. 3. Student surveys. 4. Student feedback and writing samples. 5. Teacher surveys. 6. Student writing samples and program reports.	1.Core k-12 2. Portfolios 3. Palm Beach Writes. 4. Scoring rubric. 5. EDW reports. 6. PowerEd reports.

		instruction.		

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard Writing Workshop training	6-12	District SpringBoard resources	English/Social Studies/Reading	September and October	Lesson Plans Classroom observations	Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers attend district workshops	Substitute teachers	Title I	$1,000.00
		Subtotal: $1,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Students will take the Civics EOC for the first time this year Fy2012-2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	76% of students will be proficient

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility and attendance.	Students will only transition to their zone schools at semester breaks. Increase parental involvement by holding FCAT parent nights and other meetings to discuss strategies to keep students involved and assist parents with study skills to increase student achievement and attendance. Provide information to parents via Edline.	Administration Teachers	Staff and parent survey	Attendance data Enrollment data
2	Students are not successful in academic skills as well as critical thinking, problem solving and goal setting.	Utilize SpringBoard Curriculum and strategies in all academic areas except Math. Require students to carry a planner provided by the school. They must write down the board configuration in each class and set a daily and weekly learning goal.	Administration Instructional Staff Support Staff	Number of students showing academic success with the curiculum	SpringBoard assessments Portfolios Grades
3	Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT	Teachers will provide students with complexity questions stems. Each desk will have a lamenated question stem taped to it so they become familiar with higher order questioning.	Administration Professional Development Team Grade Chair	Student Generated Assessments Student responses to questions	Assessment results (student generated) Core K-12

		Students will be taught how to identify high, low, and medium level complexity questions. They will be required to create assessments fo other classes writing higher order questions.			

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Students will take the Civics EOC for the first time this year, FY2012-2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	76% of students will be proficient

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility and attendance	Students will be placed in small group settings. Attendance calls will be made daily. Students will not transition to their home schools until semester breaks.	administration	student portfolios journals	Civics EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train U Civics EOC testing	Civics 7th	Train U	7th grade Civic teachers	follow Train U schedule	completed components	Train U

Civics Budget:

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

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

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Students will take the US History EOC in April of 2014
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	86% will be proficient

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility and attendance.	Students will only transition to their zone schools at semester breaks. Increase parental involvement by holding FCAT parent nights and other meetings to discuss strategies to keep students involved and assist parents with study skills to increase student achievement and attendance. Provide information to parents via Edline.	Administration Teachers	Staff and parent survey	Attendance data Enrollment data
2	Students are not successful in academic skills as well as critical thinking, problem solving and goal setting.	Utilize SpringBoard Curriculum and strategies in all academic areas except Math. Require students to carry a planner provided by the school. They must write down the board configuration in each class and set a daily and weekly learning goal.	Administration Instructional Staff Support Staff	Number of students showing academic success with the curiculum	SpringBoard assessments Portfolios Grades
	Students struggle with	Teachers will provide	Administration	Student Generated	Assessment

3	higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT	students with complexity questions stems. Each desk will have a lamenated question stem taped to it so they become familiar with higher order questioning. Students will be taught how to identify high, low, and medium level complexity questions. They will be required to create assessments fo other classes writing higher order questions.	Professional Development Team Grade Chair	Assessments Student responses to questions	results (student generated) Core K-12

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:	The students will take the US History EOC in April 2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	25% will achieve a 4 or higher

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Student mobility and attendance</td><td>Students will only transition to their zone schools at semester breaks. Increase parental involvement by holding FCAT parent nights and other meetings to discuss strategies to keep students involved and assist parents with study skills to increase student achievement and attendance. Provide information to parents via Edline.</td><td>Administration</td><td>Portfolios</td><td>US History EOC</td></tr>
</table>

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

US History EOC	11th/US History	Train U	US History teachers	Train U schedule	Train U grades and components completed	PDC

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	For 2011, we will increase the percentage of student attendance by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
49% attendance rate	54% attendance rate
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
98	50
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
4	2
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	Weekly and monthly incentives for perfect attendance.	Principal, Administrators	EDW attendance report	GradeQuick reports
2	Parents move frequently and addresses/phone numbers changed with no notification to update information at school.	Teachers notify parents when student accumulates 4 absences. Teachers notify guidance when student accumulates 8 absences.	Teachers Guidance Counselors	Phone logs	GradeQuick reports
3	Family situations	Address issues as they arise and provide SBT resources for families.	Administration Counselors	SBT Minutes	GradeQuick reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	For 2012, we will decrease suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
82 in school suspensions by June 2012	No more than 74 students with in school suspensions by June of 2013.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
57	No more than 51 students with in school suspensions by June of 2013.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
99	No more than 89 out of school suspensions by June of 2013.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
49 students suspended out-of-school by June 2012.	44 students by June 2013.

Problem-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	Parental support	Incentive plans and point sheets.	Support staff	Point sheet data.	Point sheet.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	For FY 2013, South Intensive will have a 2% or less dropout rate.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
8 students 4%	2% less than 4 students
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
0%	5%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Economically diasadvantaged	Involve students in Community Service Project here at South	All staff	Total number of hours students participate.	Community Service Roster and Tutoring Data

| 1 | | Intensive. Assist students with after school tutoring to keep them involved in school activities. | | | |
| 2 | Low self efficacy in students who are struggling | Implement Positive Behaior Support | Administrators Teachers Graduation Coach | Decrease in dropout rate | EDW reports |

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

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

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

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
e2020 After School Lab	remediation and credit recovery for students who are lacking credits	Title I	$1,000.00
Florida Virtual Lab	after school program to assist students with earning credits through Florida Virtual	Title I	$1,000.00
		Subtotal: $2,000.00	

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

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $2,000.00	

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent involvement in school-based and home-based activities will increase by 5% in FY2013
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Based on the FY2012 QSR data, only 9% of parents participated in school wide activities	Parent involvement in school-based and home-based activities will increase by 5% in FY2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility is a constant challenge. Pranet work schedules.	1. Notify Parents in writing and via phone to all activities sponsored at the school 2. Invite parents to assist with home-based activities such as homework, and promoting literacy, attendance and academic performance 3. Recognize parents for promoting student attendance and academic performance; host a parent luncheon each semester	1. Principal, Assistant Principal, Support Staff 2. Principal, Assistant Principal, Support Staff 3. Principal, Assistant Principal, Support Staff 4. Parents	1. Record parent response, attendance and participation. 2. Monitor data provided by correspondence, phone logs and volunteer hours 3. Record parent attendance and participation 4. Title I Parent Surveys	1. QSR, Meeting Sign-in sheets, communication logs 2. QSR, Phone logs 3. QSR, sign-in sheets 4. Title I Survey Results
2	Economic downturn	1. Parents are involved in the decision making process of the school through SAC. 2. Business Partners and parent volunteers will donate time or goods to assist in increasing incentive activities and student achievement.	1. Administration and support staff 2. Parents 3. SAC	1. All business partners and volunteers will sign in when donating time or supplies. 2. Parent Surveys 3. SAC attendance	1.Sign in logs and donation logs 2. Survey Results
3	Issues of Poverty Many Students do not live with parents. Language barrier Parents have second jobs-no time to attend meetings. Parents of high school students do not participate as readily as younger students' parents.	All NCLB Requirements are addressed in the Policy Plan. Engaging parents in decision making process. Parent will be sent timely information regarding student progress. Trainings will be held to support parents in building apacity. Parental input witll be given in SAC to helpdevelop Family Policy and Compact.	SAC Chair Title I contact	Monthly SAC Meetings	Title I Survey Review of Parent Policy twice yearly.

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
In-service training will be held for administrators, staff, parents and business partners on research based family involvement strategies	6-12	Principal Professional Development Team	School wide	Ongoing at faculty meetings, professional development days, SAC meetings	Conference logs Phone logs Increase in parent participation	Administrators Counselors

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Night	Refreshments, handouts, toner	Title I	$500.00
		Subtotal: $500.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $500.00	

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	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
No Data Submitted						

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Goal #1:	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
No Data Submitted						

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Tutoring	After school tutorials for FCAT Reading grades 6-12.	Title I	$2,000.00
Mathematics	Tutoring for students who are not demonstrating proficiency on diagnostic tests or who must retake an EOC	Teachers	Title I	$2,000.00
Writing	Teachers attend district workshops	Substitute teachers	Title I	$1,000.00
Dropout Prevention	e2020 After School Lab	remediation and credit recovery for students who are lacking credits	Title I	$1,000.00
Dropout Prevention	Florida Virtual Lab	after school program to assist students with earning credits through Florida Virtual	Title I	$1,000.00
				Subtotal: $7,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Technology Night	Refreshments, handouts, toner	Title I	$500.00
				Subtotal: $500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Standards Conference	Used for enrollment costs to attend Common Core standards Training	Tile I	$700.00
Mathematics	Out Of Town Conferences	lodging, food and travel reimbursements	Title I	$1,000.00
				Subtotal: $1,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $9,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes   No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

 No. Disagree with the above statement.

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

We have had a very difficult time with parental involvement. We have tried changing times of the meetings. We now have a community liason that has been bringing in community contacts that have now joined our SAC. We just created a volunteer position that is dewaling with family involvement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC is currently involved in campus wide projects such as Go Green. We are also in the process of voting on a new name, colors, and a mascot for our school. The selection of this year's first campus wide read is also being decided.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found