

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: OFF CAMPUS LEARNING

District Name: Broward

Principal: Dr. Linda Lopez

SAC Chair: Mrs. Felicia Walker

Superintendent: Mr. Robert W. Runcie

Date of School Board Approval:

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Linda Lopez	Doctorate/Ed Leadership	3	28	OCLC is not a graded school. 2010-2011: 32% of students scored Level 2 in FCAT 2.0 Reading. 2011-2012: 26% of students scored Level 2 in FCAT 2.0 Reading. (Spring) 2010-2011: The mean score for 11th grade students assessed with the Algebra EOC was 362 (Spring) 2011-2012: The mean score for 11th grade students assessed with the Algebra EOC was 375

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. Regular meetings with teachers to ensure certification requirements are met.	OCLC Liaison Assistant Principal Principal	Ongoing	
2	2. Promotional materials that effectively convey the uniqueness of our school population	OCLC Liaison Assistant Principal Principal	Ongoing	
3	3. Provide consistent, up-to-date information on professional development opportunities	OCLC Liaison Assistant Principal Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	None

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
16	0.0%(0)	50.0%(8)	43.8%(7)	6.3%(1)	31.3%(5)	100.0%(16)	6.3%(1)	0.0%(0)	12.5%(2)

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
Mrs. Felicia Walker	Mrs. Sonja Cummings	*Demonstrates need to infuse literacy strategies *Selected to expand her	*Mentor/mentee conferences *Classroom modeling and observation

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI Leadership Team is comprised of the principal and the OCLC liaison; the Guidance Counselor who serves as the recorder; the ESE Specialist will serve as staff liaison in concert with the student's guidance counselor; and the ESOL Liaison will work with teachers to coordinate data collection and interpretation; the school psychologist; the family counselor when applicable; and the Reading teacher, when applicable. Parents of the child under evaluation are invited participants. The case manager will vary for each student.

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?

Formal meetings are held weekly. The OCLC Liaison serves as the conduit for information to and from teachers at their centers and the liaison communicates important information and data relevant to students' learning. Teachers conduct bi-weekly meetings to communicate information, assess data, identify areas of need and provide feedback. The ESE Specialist works with the Guidance Counselor to initiate the meeting and assign tasks to the RtI Team members. Email will serve as the early means of disseminating tasks associated with a particular meeting. At the actual meeting, the meeting leader (OCLC Liaison) will guide the discussion in keeping with established protocols. The leader will follow up with the team to ensure that all planned interventions are being implemented with fidelity. Data is tracked via IEP's when relevant and via Intervention Plans housed on a password secured database.

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

The school-based RtI Leadership team members are actively involved in the development and implementation of the school improvement plan. They work collaboratively to assure that the unique needs of the at-risk students are addressed on an individual basis. Members of the team continuously collaborate on the revision of the SIP as needed. The team reviews school-wide Tier 1 data to aid in identifying students who might be at risk of meeting target goals.

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.

Students who enroll in the Off Campus Learning Centers, receive instruction via Apex Learning Online Curriculum facilitated by a certified teacher. Apex Learning Reports and Information is used as the primary data source for analyzing the academic performance of all students. A typical OCLC student enrolls in our program due to factors such as excessive truancy, overage-under credit, and/or underachievement in a traditional high school setting. The majority of our students require services at Tier 2 or Tier 3. The OCLC Liaison works for students who enter a cycle of CPS. At enrollment, the team of teachers or at least 2 representative teachers will confer with the liaison to identify the most significant areas of concern for students. Evidence-based interventions such as individualized explicit direct instruction via online academic coursework supported by the certified instructor and behavior modification may be presented as initial interventions. The OCLC Liaison will provide support to ensure effective implementation of Behavior Modification strategies based on the CHAMPS model-DMS overall school data and individual student behavior data will serve as the foundation for specific interventions.

When students necessitate services at Tier 3, the full services of the RtI/CPS team will apply, including those resources recommended by the School Psychologist, Family Counselor when applicable and/or the ESE Specialist when applicable. Parental involvement is key to Tier 3 interventions. The Family Counselor (when applicable) will, when necessary, make home visits to ensure participation from the parent/guardian. Regular participation from parents will be a key component to the evaluation of the effectiveness of the identified interventions.

The data management system primarily utilized is that of Virtual Counselor/BASIS. It is a valuable source of data on each student available to teachers, counselors, administrators and appropriate personnel. Each center maintains accurate files on enrolled students. Those who receive services via the CPS process will be documented at the specific location, with the OCLC Liaison and the ESOL Support Facilitator retaining electronic files of all interventions applied.

Describe the plan to train staff on MTSS.

Professional Development on RtI/MTSS will take place in both large group and small group trainings at the beginning of the school year. Ongoing training will be provided by trained members of the team. Teachers are assigned CHAMPS training periodically to ensure that over a 3-year range, all have received initial or intermediate training to support the unique behavioral issues present among our student population. The ESE Specialist facilitates a full-staff training at the beginning of the year to provide all staff members with an overview of RtI. The OCLC Liaison and the ESOL Support Facilitator provide

ongoing support to ensure that the RtI/MTSS process is conducted throughout the year with seamless fidelity.

Describe the plan to support MTSS.

The Multi-Tiered System of Supports will be supported through regular professional development, team meetings and actual CPST (Collaborative Problem Solving Team) meetings to address the needs of identified students. The principal will monitor the process and meet with the OCLC Liaison to ensure fidelity of implementation of the essential layers of support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team is comprised of the Principal, the OCLC Liaison, the Guidance Counselor, the ESE Specialist, the Technology Specialist, the Reading teacher and a content area teacher representative.

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

The Literacy Leadership Team is a team inclusive of administration and key staff members who work directly with students to guide their literacy development. Monthly Meetings are held to communicate important information and data relevant to student achievement. The OCLC Liaison works with teachers to communicate information, assess data, aid teachers to identify areas of need and to provide feedback on student's reading progress. The Literacy Team communicates by email regarding student reading progress and/or reading placement. All members of the LLT work within their department area and as a functioning team to assure that the unique literacy needs of the at-risk students whom we serve are addressed on an individual basis. Members of the team collaborate with the RtI Team on the revision of the school improvement plan as needed.

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

The school-based Literacy Leadership Team will continue to work collaboratively to assure that the unique literacy needs of the at-risk students whom we serve are addressed on an individual basis. Teachers will work with students to aid them in interpreting achievement data and setting post-secondary goals. Students will focus on high-yield strategies including 2-column note-taking to support note taking within the online coursework. The team will continue to communicate with the RtI Team to assure that the literacy needs of students are addressed across the curriculum. The OCLC Liaison and content area teacher will work with instructional staff members as mentors to encourage participation in online reading coursework. The ESOL Liaison will meet regularly with teachers to ensure fidelity of instructional strategies adopted for use throughout the year.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All staff members have received and will continue to participate in staff development opportunities that focus on literacy development for our secondary population. This year's focus will continue to be on infusing 2-column note-taking, summarizing, using context clues to identify word meaning, and building word walls as major literacy strategies within all core subject areas. The teachers will demonstrate use of the indicated strategies through the preparation and implementation of

off-line activities that support the given academic focus within the content areas. Classroom visits by administration will be the primary means of monitoring teacher implementation.

*High Schools Only

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

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

The online coursework curriculum is developed with relevance to post-secondary opportunities for the students. Integration of career pathways is evident throughout the varied courses offered within the online curriculum and the opportunity for students to participate in the "Diploma Plus Program," which offers students the opportunity to attend the OCLC program for ½ of the day and dually enroll in a Technical Training Program for certification in one of a myriad of pathways. The addition of the Diploma Plus option to our schedule of offerings provides our students with a systemic method of connecting what is learned in the classroom to the real world of work. An increase in critical thinking class offerings as well as current class offerings in Personal, School and Career Development will provide opportunities for students to see the clear connection between school and career. The efforts of the Guidance Counselor in planning Diploma Plus pathways for some students and other post-secondary opportunities for other students will enhance options for students in clearly aligning the continuum from school to career.

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

Students work 1:1 with staff members to address academic and career planning and to make course selections throughout the year to ensure that each student's course of study is personally meaningful. Students will annually review/evaluate their post-secondary plan via the new Florida Virtual Campus. Our support staff members will aid students in completing the post secondary readiness information found on the Florida Virtual Campus website to explore their interests, strengths and areas of recommended improvement.

Postsecondary Transition

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

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

The school's principal attends monthly meetings with Technical School Directors to assess post-secondary student needs and to develop plans to address student readiness for post-secondary education. Data is analyzed and shared with members of the school's Leadership Team. Students are counseled monthly in regards to their graduation status and post-secondary options, including scholarship and grant opportunities. This counseling ensures that students are on-track to graduate. Students will be encouraged to participate in ACT and SAT testing.

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:	Areas in need of improvement are: reading application, informational text and vocabulary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10.7% (9/84) achieving proficiency (Source is District provided SIP data)	By June 2013, the number of students achieving proficiency, FCAT 2.0 Level 3, in reading will increase by 10%. Areas in need of improvement are: reading application, informational text and vocabulary.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of non-attendance is a barrier for progress.	Tutors provide 1:1 tutoring and make contact with students/parents via phone when a pattern of absenteeism develops. Students participate in practice FCAT/ACT/SAT Exams. Tutors support students who demonstrate continued concerns with attendance.	Tutors and certified teachers are responsible for executing the strategy. The OCLC Liaison and the principal monitor the tutors and certified teachers to ensure the overall implementation of the strategy.	Ongoing review of progress is monitored via Pinnacle.	Attendance records are used as an evaluation tool.
2	Variations in learning deficiencies among the transient population	Teachers use BEEP instructional materials to support teaching and learning as appropriate for each individual student. Students are offered incentives as rewards for improved attendance.	OCLC Liaison Tutors	Progress Review	Web-based Assessment
3	External or at-home issues	MTSS/RTI Team identify students who may need services of the School Social Worker or outside agency support due to academic struggles associated with out of school distractions.	Administrator OCLC Liaison	Progress Review by MTSS/RTI Team	SSW Referral Outcomes Documentation DAR Results for targeted students

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:	Areas in need of improvement are: reading application, informational text and vocabulary.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, 0% (0/84) students tested were at or above Level 4 in reading.(Source is District provided SIP data)	By June 2013, 7% of students will score above proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities for growth enrichment	Students are provided with opportunities to reinforce skills learned and enhance skills through the 1:1 or small group engagement in end-of-course projects.	Teacher Tutor	Teacher evaluation of project	Common Rubric
2	Students who enter the OCLC program have academic challenges. They demonstrate one or more of the following characteristics: Low GPA, history of non-proficiency on standardized tests, overage-under credit, chronic absenteeism, repeated retention, low academic motivation. Therefore, it is rare that the high schooler will demonstrate above proficiency performance on FCAT reading.	Remediate until proficient (Level 3 or above)-- students participate in 1:1 tutoring and small group instruction/remediation. Students are recommended for Princeton Review ACT preparation at select sites and are encouraged to take the ACT.	Staff members	Performance on interim measures of progress, inclusive of Princeton Review practice exams and practice FCAT exams.	Apex Learning modules, FCAT/ACT/SAT preparation materials
3	Transient population, no consistent pattern of achievement among students who elect to attend.	Academic planning (high school and post-secondary) for students who enter OCLC with Level 3.	Reading Teacher Guidance Counselor	Individualized student learning plans will be monitored	FCAT ACT/SAT web-based assessments post-secondary planning tools

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:	Information was not available
2012 Current Level of Performance:	2013 Expected Level of Performance:
Information was not available (Source is District provided SIP data)	Information was not available

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Chronic Absenteeism	Teachers call students when they demonstrate a pattern of non-attendance, beginning at 3 days. Teachers refer students to the Guidance Counselor to address possible causes of absenteeism.	Teachers OCLC Liaison	Student Attendance Data	Pinnacle TERMS/Optispool Data
2	Motivation - or lack thereof.	1. Provide students with frequent assessment and validation of improvement: OCLC Liaison implements Instructional Focus Calendar, complete with individualized testing calendars to promote student achievement and accountability 2. Hold student and	OCLC Liaison	Informal collegial conversation, and data chats aid in determining effectiveness of strategies and ensure the personalization of remediation and monitoring.	DAR Web-based online assessments Individualized progress monitoring to keep students abreast of their achievement.

		parent conferences via phone and in person to keep parents and students up to date regarding progress.			
3	Need for tailored/individualized instruction to remediate deficiencies	Students are placed in reading classes/levels based on DAR; Share time students receive additional assistance with reading strategies	OCLC Liaison Guidance Counselors	Teachers provide feedback regarding the appropriateness of student placement.	Alternative assessments including DAR and Web-based online assessments

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

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:	Areas in need of improvement include reading comprehension analysis of complex text, vocabulary, fluency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not provided (Source is District provided SIP data)	By June 2013, the number of students in the lowest 25% who make learning gains will increase by 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
1	Due to the structure of the school, mobility among students is a constant. It presents an ongoing barrier that equates to a fluid lowest 25% listing.	All students who are identified below proficiency and/or have a DAR less than 9, are addressed with intensive 1:1 learning plan support	OCLC Liaison Reading Teacher	Teachers provide ongoing feedback on student progress, students are assessed regularly to evaluate remedial progress	Alternative Assessment Data will be used to evaluate progress DAR
	Addressing the significant decoding, phonics and fluency deficiencies	Teachers customize curriculum to address student deficiencies	Reading Teacher OCLC Liaison	Students are assessed using program based evaluations and	Program based assessments DAR

2	among the student population	associated with phonemic awareness, decoding, fluency and comprehension		alternative assessments . Data is reviewed with teacher, reading teacher, student and administration	FORF (Fluency Test)
3	Low interest in addressing reading deficiencies .	Teachers infuse high-interest fiction and non-fiction reading materials into their content areas.	OCLC Liaison Reading Teacher	Students are assessed during reading by the teacher using both informal and formal assessments.	Web-based online assessments DAR

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 # To continue to reduce the reading achievement gap by 2% 2012-2013 year, 4% 2013-2014, 6% 2014-2015, 8% 2015-2016, increasing by 2% each year. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	10.7%	12.7%	16.7%	22.7%	30.7%	

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:	Areas in need of improvement are: reading application, informational text and vocabulary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3/9)-White students 7% (4/59)-Black students 0% (0/13)-Hispanic students 0% (0/1)-Indian students (Source of data is District SIP document)	By June 2013, the percent of students, by ethnicity, making AYP will increase to: 7% (White students) 8% (Black students) 15% (Hispanic students) 15% (Indian students)

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 graduation rate among Hispanic and Black males	At-risk students comprise the population of OCLC. Tutors target at-risk students who display lower rates of subject completion and frequent absences. Students work directly with tutors to improve attendance/academics. - phone calls to encourage attendance - frequent progress monitoring (by tutor) in addition to the monitoring with teachers - incentives to encourage success	OCLC Liaison Tutors	Monitor attendance and course completions	Pinnacle TERMS
2	Students not making AYP demonstrate low attendance	Increase attendance among students by providing relevant, engaging curricula and individualized,	OCLC Liaison	Teachers regularly review student progress and apply goal-setting strategies to each ILP to motivate students to	Alternative Assessments DAR Web-based online assessment

		competency based learning plans		attend and engage in work	
3	Prior traditional school instruction has not targeted specific needs of students	Students are provided with reading instruction based on DAR results. Master schedule is aligned to meet needs of students.	OCLC Liaison	Teachers provide feedback regarding the appropriateness of placement. ILP progress guides remediation	DAR analysis Web-based online assessment
4	Chronic Truancy: Students not making satisfactory progress in reading demonstrate low attendance--entrance criteria into the alternative high school includes "chronic truancy"	Increase attendance among students by providing relevant, engaging curricula and individualized, competency based individual learning plans (ILP)	OCLC Liaison ESE Specialist Reading Teachers	Teachers regularly review student progress and apply goal-setting strategies to each ILP to motivate students to attend and engage in work.	Web-based Assessments Alternative Assessments DAR Attendance via Pinnacle

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:	Areas in need of improvement are: reading application, informational text and vocabulary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/1) (Source of Data is District provided SIP data)	By June 2013, 5% of grade 10 students will make satisfactory progress 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	Chronic Absenteeism	The ELL Liaison and the OCLC Liaison work collaboratively to identify and meet with students who demonstrate higher than average absenteeism. Student conferences and academic support through teachers and tutors are among the strategies implemented to decrease absenteeism.	OCLC Liaison ELL Liaison Guidance Counselor	-Attendance Monitoring via Pinnacle --Review of Progress among ELL by MTSS Team	Pinnacle CELLA DAR
2	ELL students have struggled to show proficiency in their native language and in the English language	Students will be assessed using DAR. Teachers will customize curriculum to meet the needs of ELL students	Reading Teacher	Evaluation of Individual Learning Plans, DAR results	DAR CELLA

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:	By June 2013, 15% of students with disabilities who have been in attendance for 90 days will demonstrate an increase of 1.5 levels as measured by the DAR. Areas in need of improvement are: reading application, informational text and vocabulary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/13)	By June 2013, 15% of students with disabilities will make

(Source of data is District provided SIP data)

satisfactory progress 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	Difficulty with managing independent learning activities	Teachers and ESE Specialist will provide appropriate modifications to aid students in the successful completion of coursework.	Teacher ESE Specialist Tutors OCLC Liaison	Student Completion Data	TERMS/OPTISPOO
2	Students do not apply literacy strategies effectively in all content areas	Teachers will address student's area(s) of deficiency and directly instruct the appropriate use of strategies as indicated in IEP and based on ESE Specialist's recommendations	Teacher Tutor ESE Specialist	Progress Monitoring by Teacher and ESE Specialist	Online Assessments Course Completion Data
3	Need for individualized intensive instruction to aid students in improving reading skills	Teachers will customize curriculum to support learning needs of SWD	Reading Instructor	Students will take the DAR and the results will be used to map student Individual Learning Plans	DAR Web-based online assessments
4	Students often do not apply literacy strategies effectively in all content areas	Teachers will engage students in use of appropriate strategies	Reading Instructor Tutors OCLC Liaison Administrators	Classroom observations will aid in ensuring the consistent application of strategies to support the SWD modifications and literacy strategy application	DAR Web-based Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.

Areas in need of improvement are: reading application, informational text and vocabulary.

Reading Goal #5E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

7% (4/59)
(Source of data is District provided SIP data)

By June 2013, 15% of economically disadvantaged students will score at or above proficiency.

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	At-risk traits, including but not limited to overage/undercredit, low GPA	Students are placed in reading classes associated with their current level of proficiency, including proficiency in decoding, fluency, and comprehension. Teachers tailor curriculum to meet the individual needs of each student.	Teachers/tutors OCLC Liaison	Monitor effectiveness via results of standards-based assessments and teacher feedback from Progress Monitoring	FCAT DAR
2	At-risk traits included but not limited to: academic deficiencies, fluency, lack of attendance, mobility.	Students will be placed in reading classes associated with their current level of proficiency. Teachers will	Reading Teacher ESOL Coordinator Guidance Counselor OCLC Liaison	Monitor effectiveness via results of mini-assessments and teacher feedback	FCAT DAR FORF Pinnacle Web-based online

	tailor curriculum to meet the individual needs of each student		assessments
--	--	--	-------------

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
APEX Learning training	9-12/all subject areas	APEX consultant, District rep.	School-wide	Employee planning in Oct., Jan., Mar., and May	Classroom observations Semi-annual Quia surveys	OCLC Liaison
Differentiated Instruction	9-12/all subject areas	OCLC Liaison	School-wide	Employee planning in Oct., Jan., Mar., and May	Classroom observations	OCLC Liaison

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking. CELLA Goal #1:		By June 2013, the number of students proficient in listening and speaking will increase by 5%, based on an enrollment of more than three students.			
2012 Current Percent of Students Proficient in listening/speaking:					
Grade 10 - 0% Grade 11 - 100% (1) Grade 12 - 40% (2) (Source of data is District DWH)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of non-attendance may become a barrier for progress.	Tutors will provide 1:1 tutoring when students are present and make contact with students/parents via phone when a pattern of absenteeism develops.	Tutors and teachers will be responsible for executing the strategy. The OCLC Liaison and the principal will monitor the tutors and teachers to ensure the overall implementation of the strategy.	Ongoing review of progress will be monitored via Pinnacle.	Attendance records will be used as an evaluation tool.
2	ELL learners often struggle in their native language and in their English Language Acquisition skills.	1:1 support that includes teacher and tutorial support. ESOL strategies will be used by teachers and tutors.	Teachers Tutors ELL Liaison	Progress Monitoring	CELLA Results Credit/course completion

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:		By June 2013, the number of students proficient in reading will increase by 5%.			
2012 Current Percent of Students Proficient in reading:					
Grade 10 - 0% (2) Grade 11 - 0% (2) Grade 12 - 13% (1) (Source of data is District DWH)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of non-attendance may become a barrier for progress.	Tutors will provide 1:1 tutoring when students are present and make contact with students/parents via phone when a pattern of absenteeism develops.	Tutors and teachers will be responsible for executing the strategy. The OCLC Liaison and the principal will monitor the tutors and teachers to ensure the overall implementation of the strategy.	Ongoing review of progress will be monitored via Pinnacle.	Attendance records will be used as an evaluation tool.

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

3. Students scoring proficient in writing. CELLA Goal #3:		By June 2013, the number of students in grades 9-12 proficient in writing will increase by 5%.			
2012 Current Percent of Students Proficient in writing:					
Grade - 10 0% (2) Grade - 11 50% (1) Grade - 12 0% (8) (Source of data-District DWH)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of non-attendance may become a barrier for progress.	Tutors will provide 1:1 tutoring when students are present and make contact with students/parents via phone when a pattern of absenteeism develops.	Tutors and teachers will be responsible for executing the strategy. The OCLC Liaison and the principal will monitor the tutors and teachers to ensure the overall implementation of the strategy.	Ongoing review of progress will be monitored via Pinnacle.	Attendance records will be used as an evaluation tool.
2	English Language writing skills deficient-limited opportunities to write	ESOL strategies are used to aid students in developing their writing skills. Targeted areas include: sentence development, essay organization and elaboration.	Teachers Tutors ELL Liaison	Monthly writing prompts Review of written assignments	Eval of Prompts FCAT Writing 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

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:	The percentage of students achieving Level 3 will improve by 4%. Areas in need of improvement are: algebraic thinking, number sense, measurement, and data analysis and probability.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (37/231) All grade levels (Source is District provided SIP data)	By June 2013, the percentage of students achieving Level 3 in Algebra will increase by 20%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of non-attendance is a barrier for progress.	Tutors provide 1:1 tutoring and make contact with students/parents via phone when a pattern of absenteeism develops. Students participate in practice FCAT/ACT/SAT Exams. Tutors support students who demonstrate continued concerns with attendance.	Tutors and certified teachers are responsible for executing the strategy. The OCLC Liaison and the principal monitor the tutors and certified teachers to ensure the overall implementation of the strategy.	Ongoing review of progress is monitored via Pinnacle.	Attendance records are used as an evaluation tool.
2	Variations in learning deficiencies among the transient population	Teachers use online instructional materials to support teaching and learning as appropriate for each individual student. Students are offered incentives as rewards for improved attendance.	Reading Teachers OCLC Liaison	Diagnostic resources will identify areas of weakness and measure incremental growth.	TABE DAR
	New standard requirements with more rigor	Students engage in ongoing assessments designed to incorporate an integration of CCSS.	Teachers Tutors OCLC Liaison	Ongoing review of progress based on rubrics aligned to CCSS	Online Assessments Course Completion Data

3	Teachers will work with students to develop their critical thinking skills through end of course projects and other critical thinking learning opportunities.		
---	---	--	--

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:	By June 2013, students scoring at or above Level 4 in Algebra will increase by 2%. Areas in need of improvement are: algebraic thinking, number sense, measurement, and data analysis and probability.
2012 Current Level of Performance:	2013 Expected Level of Performance:
.4% (1/231) (Source is District provided SIP data)	2.4%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities for growth enrichment	Students are provided with opportunities to reinforce skills learned and enhance skills through the 1:1 or small group engagement in end-of-course projects.	Teacher Tutor	Teacher evaluation of project	Common Rubric
2	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of non-attendance is a barrier for progress.	Tutors will provide 1:1 tutoring when students are present and make contact with students/parents via phone when a pattern of absenteeism develops. Students will participate in practice EOC Exams when present. Tutors will support students who demonstrate continued concerns with attendance.	Tutors and certified teachers will be responsible for executing the strategy. The OCLC Liaison and the principal will monitor the tutors and certified teachers to ensure the overall implementation of the strategy.	Ongoing review of progress will be monitored via Pinnacle.	Attendance records will be used as an evaluation tool.

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 #					
	To continue to reduce the math achievement gap by 2% 2012-2013 year, 4% 2013-2014, 6% 2014-2015, 8% 2015-2016, increasing by 2% each year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	16%	18%	22%	28%	36%	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
This information was not provided by the District.	Once our current level of performance is determined, we will increase by 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
1	Low graduation rate among Hispanic and Black males	At-risk students comprise the population of OCLC. Tutors target at-risk students who display lower rates of subject completion and frequent absences. Students work directly with tutors to improve attendance/academics. -phone calls to encourage attendance -frequent progress monitoring (by tutor) in addition to the monitoring with teachers -incentives to encourage success	OCLC Liaison Tutors	Monitor attendance and course completions	Pinnacle TERMS

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
This information was not provided by the District.	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
1	Chronic Absenteeism	The ELL Liaison and the OCLC Liaison work collaboratively to identify and meet with students who demonstrate higher than average absenteeism. Student conferences and academic support through teachers and tutors are among the	OCLC Liaison ELL Liaison Guidance Counselor	-Attendance Monitoring via Pinnacle --Review of Progress among ELL by MTSS Team	Pinnacle CELLA DAR

strategies implemented to decrease absenteeism.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
This information was not provided by the District.	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
1	Difficulty with managing independent learning activities	Teachers and ESE Specialist will provide appropriate modifications to aid students in the successful completion of coursework.	Teacher ESE Specialist Tutors OCLC Liaison	Student Completion Data	TERMS/OPTISPOO
2	Students do not apply literacy strategies effectively in all content areas	Teachers will address student's area(s) of deficiency and directly instruct the appropriate use of strategies as indicated in IEP and based on ESE Specialist's recommendations	Teacher Tutor ESE Specialist	Progress Monitoring by Teacher and ESE Specialist	Online Assessments Course Completion 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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
This information was not provided by the District.	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
1	At-risk traits, including but not limited to overage/undercredit, low GPA	Students are placed in reading classes associated with their current level of proficiency, including proficiency in decoding, fluency, and comprehension. Teachers tailor curriculum to meet the individual needs of	Teachers/tutors OCLC Liaison	Monitor effectiveness via results of standards-based assessments and teacher feedback from Progress Monitoring	FCAT DAR

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:	The percentage of students achieving Level 3 in Geometry will improve to 4%. Areas of improvement: discrete mathematics and two-dimensional geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (73) - All grade levels	4% will achieve Level 3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of non-attendance is a barrier for progress.	Tutors provide 1:1 tutoring and make contact with students/parents via phone when a pattern of absenteeism develops. Students participate in practice FCAT/ACT/SAT Exams. Tutors support students who demonstrate continued concerns with attendance.	Tutors and certified teachers are responsible for executing the strategy. The OCLC Liaison and the principal monitor the tutors and certified teachers to ensure the overall implementation of the strategy.	Ongoing review of progress is monitored via Pinnacle.	Attendance records are used as an evaluation tool.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Students who achieve a Level 4 or above in Geometry will increase by 2%. Areas of improvement: discrete mathematics and two-dimensional geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (73)	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
	Limited opportunities for	Students are provided	Teacher	Teacher evaluation of	Common Rubric

1	growth enrichment	with opportunities to reinforce skills learned and enhance skills through the 1:1 or small group engagement in end-of-course projects.	Tutor	project	
2	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of non-attendance may become a barrier for progress.	Tutors will provide 1:1 tutoring when students are present and make contact with students/parents via phone when a pattern of absenteeism develops. Students will participate in practice EOC Exams when present. Tutors will support students who demonstrate continued concerns with attendance.	Tutors and certified teachers will be responsible for executing the strategy. The OCLC Liaison and the principal will monitor the tutors and certified teachers to ensure the overall implementation of the strategy.	Ongoing review of progress will be monitored via Pinnacle.	Attendance records will be used as an evaluation tool.

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 # To continue to reduce the math achievement gap by 2% 2012-2013 year, 4% 2013-2014, 6% 2014-2015, 8% 2015-2016, increasing by 2% each year. 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	2%	4%	8%	14%	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not provided by District	0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low graduation rate among Hispanic and Black males	At-risk students comprise the population of OCLC. Tutors target at-risk students who display lower rates of subject completion and frequent absences. Students work directly with tutors to improve attendance/academics.	OCLC Liaison Tutors	Monitor attendance and course completions	Pinnacle TERMS

		-phone calls to encourage attendance -frequent progress monitoring (by tutor) in addition to the monitoring with teachers -incentives to encourage success		
--	--	--	--	--

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not provided by District	0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Chronic Absenteeism	The ELL Liaison and the OCLC Liaison work collaboratively to identify and meet with students who demonstrate higher than average absenteeism. Student conferences and academic support through teachers and tutors are among the strategies implemented to decrease absenteeism.	OCLC Liaison ELL Liaison Guidance Counselor	-Attendance Monitoring via Pinnacle --Review of Progress among ELL by MTSS Team	Pinnacle CELLA DAR

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not provided by District	0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Difficulty with managing independent learning	Teachers and ESE Specialist will provide	Teacher ESE Specialist	Student Completion Data	TERMS/OPTISPOOL

1	activities	appropriate modifications to aid students in the successful completion of coursework.	Tutors OCLC Liaison		
2	Students do not apply literacy strategies effectively in all content areas	Teachers will address student's area(s) of deficiency and directly instruct the appropriate use of strategies as indicated in IEP and based on ESE Specialist's recommendations	Teacher Tutor ESE Specialist	Progress Monitoring by Teacher and ESE Specialist	Online Assessments Course Completion 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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not provided by District	0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At-risk traits, including but not limited to overage/undercredit, low GPA	Students are placed in reading classes associated with their current level of proficiency, including proficiency in decoding, fluency, and comprehension. Teachers tailor curriculum to meet the individual needs of each student.	Teachers/tutors OCLC Liaison	Monitor effectiveness via results of standards-based assessments and teacher feedback from Progress Monitoring	FCAT DAR

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
APEX Learning training	9-12/all subject areas	APEX consultant, District rep.	School-wide	Employee planning in Oct., Jan., Mar., and May	Classroom observations Semi-annual Quia surveys	OCLC Liaison
Differentiated Instruction	9-12/all subject areas	APEX consultant, District rep.	School-wide	Employee planning in Oct., Jan., Mar., and May	Classroom observations	OCLC Liaison

Mathematics 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 Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal # 1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology.		By June 2013, 7% of students assessed in the Biology EOC will demonstrate proficiency. Areas of improvement: genetics, plants and animals and ecology.			
Biology Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
5% (80)		The expected level of performance is Level 3; with 7% or more demonstrating proficiency.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of non-attendance is a barrier for progress.	Tutors provide 1:1 tutoring and make contact with students/parents via phone when a pattern of absenteeism develops. Students participate in practice FCAT/ACT/SAT Exams. Tutors support students who demonstrate continued concerns with attendance.	Tutors and certified teachers are responsible for executing the strategy. The OCLC Liaison and the principal monitor the tutors and certified teachers to ensure the overall implementation of the strategy.	Ongoing review of progress is monitored via Pinnacle.	Attendance records are used as an evaluation tool.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:		Students who score at or above Achievement Level 4 in Biology will increase by 3%. Areas of improvement: genetics, plants and animals and ecology.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
5% (80)		Students who score at or above Achievement Level 4 in Biology will increase by 3%. Areas of improvement: genetics, plants and animals and ecology.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of non-attendance may become a barrier for progress.	Tutors will provide 1:1 tutoring when students are present and make contact with students/parents via phone when a pattern of absenteeism develops. Students will participate in practice EOC Exams when present. Tutors will support students who demonstrate continued concerns with attendance.	Tutors and certified teachers will be responsible for executing the strategy. The OCLC Liaison and the principal will monitor the tutors and certified teachers to ensure the overall implementation of the strategy.	Ongoing review of progress will be monitored via Pinnacle.	Attendance records will be used as an evaluation tool.

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
APEX Learning training	9-12 all subject areas	APEX consultant District Rep.	School-wide	Planning days in Oct., Jan., Mar., and May	Classroom observations	OCLC Liaison

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:		Areas in need of improvement include word use, sentence structure, organization, paragraph structure, elaboration.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
57% scored level 3 and above 0% scored 4.0 and above		By June 2013, 7% of students will score level 4.0 and above. Areas of improvement: expository writing.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of attendance/non-attendance may become a barrier for progress.	Guided Writing Prompts: teacher will identify monthly topics for student practice Mentors will support students who demonstrate continued concerns with attendance.	Certified teachers and mentors will be responsible for executing the strategy. The OCLC Liaison and the principal will monitor the teachers and the overall implementation of the strategy.	Teachers will collaboratively grade responses and identify areas for remediation.	Holistic Scoring Rubric for monthly responses, FCAT Assessment Attendance will be used as an evaluation tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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
APEX Learning training	9-12 all subject areas	APEX consultant District Rep.	School-wide	Early Release Days: 09/27/2012 10/25/2012 01/17/2013 02/07/2013 03/21/2013 06/06/2013	Classroom observations	OCLC Liaison
Common Core PLC	9-12	OCLC Liaison	School-wide	Early Release Days: 09/27/2012 10/25/2012 01/17/2013 02/07/2013 03/21/2013 06/06/2013	Classroom Observations	Principal

Writing Budget:

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the criteria for enrollment in the OCLC program is chronic absenteeism. Therefore, the student's pattern of non-attendance is a barrier for progress.	Tutors provide 1:1 tutoring and make contact with students/parents via phone when a pattern of absenteeism develops. Students participate in practice FCAT/ACT/SAT Exams. Tutors support students who demonstrate continued concerns with attendance.	Tutors and certified teachers are responsible for executing the strategy. The OCLC Liaison and the principal monitor the tutors and certified teachers to ensure the overall implementation of the strategy.	Ongoing review of progress is monitored via Pinnacle.	Attendance records are used as an evaluation tool.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Decrease the number of students, grades 9-12, accumulating 10 or more absences by 1.2% or better.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate is 50.8%. One of the entrance criteria into OCLC is excessive absenteeism/truancy.	The expected attendance rate is 52% or better.

(Data provided by District SIP data)	
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Approximately 1346 students currently enrolled in OCLC maintain 10 or more absences. (Data provided by District SIP data)	Projection=2,200, given the characteristics of the typical OCLC student.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0 students currently enrolled in OCLC have excessive tardies (Data provided by District SIP data)	Projection = 0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the criteria for student enrollment at OCLC is excessive absences.	To offer students the flexibility of scheduling choices: students may attend an am or pm session.	OCLC Liaison Teacher	Enrollment, average attendance data	Attendance Data
2	Limited at-home involvement by parents. Many parents are not involved in the educational lives of their children.	Parents/students may monitor student attendance and academic progress via Virtual Counselor. Teachers will contact parents when students are absent.	Teacher	Teacher contact logs Attendance Data	Attendance Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance tracking	9-12	OCLC Liaison	Instructional staff members	Planning days in Oct., Jan., Mar., and May	Regular review of attendance documents/data	OCLC Liaison

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		The nature of the OCLC program is to embrace students who have not found success in other more traditional programs. Suspension is not effective as a disciplinary action among enrolled students.			
Suspension Goal #1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
0 (Data provided by District SIP data)		0			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
0 (Data provided by District SIP data)		0			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
3 (Data provided by District SIP data)		0			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
3 (Data provided by District SIP data)		0			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	OCLC students often have a history of a high number of suspensions in their home schools.	Continue to promote the flexibility of the course scheduling to increase student achievement.	OCLC Liaison Principal	Frequent monitoring of enrollment and student progress via Apex Reports and Attendance Reports.	Enrollment Data Discipline Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management training	9-12	OCLC Liaison	OCLC staff members	October 26, 2012	Classroom Observation	OCLC Liaison Principal

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	OCLC is a dropout retrieval program. By June 2013, we will decrease the dropout rate of OCLC students by a minimum of 2%, based on pending information.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2012 Data Not Available	Data pending

2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
2012 Data Not Available		Data pending			
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	Difficulty transitioning into an academic environment that does not offer the social interaction of a traditional setting	Personalize each student's introduction to the OCLC via 1:1 conferencing and ongoing counseling by the OCLC site teacher, guidance counselor and other designated staff	OCLC Liaison	Referral Tracking Data Enrollment Data Tracking	End of the Year Cumulative Report, including the OCLC graduation rate calculations.

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
Mentoring the OCLC student	9-12	OCLC Liaison	OCLC staff	October 26, 2012	Informal observation of conferences and career planning with students	OCLC Liaison

Dropout Prevention Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		OCLC will increase parent involvement to a minimum of 10% of the OCLC students and their families, as measured by student/parent conferences, teacher/parent phone conferences and parent workshops.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
The current level of parental involvement has not been provided by the District.		Parents/families will be involved in the academic career of their child as indicated by parent participation in student/parent/teacher conferences, teacher/parent phone conferences and parent workshops.			
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	Parent work schedules may limit their ability to participate in specific activities at the school.	Offer flexible office/conference hours for parents. Schedule Open House activities quarterly, with varied scheduling.	OCLC Liaison	Attendance at activities	End of Year Survey, Event Attendance tracking
2	Limited computer access in households	Parents will access computers to monitor student progress- parents may access student progress information using OCLC computers at designated hours	OCLC Liaison	Parent Contact Logs	End of year Survey, Parent Contact Logs

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
Virtual Counselor/BASIS training	9-12	OCLC Guidance Counselor	Teachers and tutors	October 26, 2012	Parent feedback Student surveys	OCLC Liaison Principal

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM		Data not provided by District		
STEM Goal # 1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal # 1:			Increase number of Share Time students by 10% over the 2011-2012 participation levels		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited transportation to Technical Centers	Identify sponsors to provide bus passes for students	Tutors	Receipt of bus passes	Increased number of students attending Tech due to bus ridership.

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
Post-secondary opportunities at Technical Centers	11-12	Technical Center Liaisons	OCLC teachers and tutors Guidance Counselor	October 26, 2012 January 2013	Monthly enrollment reports provided by Tech Centers	OCLC Liaison

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)

n/a Goal:

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

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

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

Budget:

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

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Monthly meetings
Team trainings on goals and objectives included in the SIP

Regular review of school's progress
Review of student surveys
Training on Common Core State Standards
Discussion/Input on District initiatives

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found

