

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: JAMES IRVIN EDUCATION CENTER

District Name: Pasco

Principal: Nancy Guss

SAC Chair: Manuel Zatarain

Superintendent: Heather Fiorentino

Date of School Board Approval: November 6, 2012

Last Modified on: 9/9/2012

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

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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	Nancy N. Guss	MEd-Master of Education in Educational Leadership, University of South Florida; BA-Bachelor of Arts, University of South Florida (Speech/English Education), Certifications: School Principal K-12, Educational Leadership K-12, English 6-12, Speech 6-12, Endorsements: ESOL, Gifted, MG English	2	13.5	1. 2011-2012=no grade-Declining; Maintaining in Reading; declining in math; satisfied, no 2. 2010-11=no grade-Declining; AYP 92%, Safe Harbor met in Rdg, AYP not met in math; satisfied, no 3. 2009-2010=A, AYP 82%, satisfied?, no 4. 2008-2009=A, AYP 87% satisfied, no 5. 2007-2008-A, AYP = 95% satisfied, no 6. 2006-7=A, 92% satisfied, no **The following years, RRMS data was combined w/RRHS data as a combined school: 7. 2005-6=A, 87% satisfied, no 8. 2004-5=C, 80% criteria satisfied, no 9. 2003-4=B, 90% criteria satisfied, no

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy Coach for 1 day per week	Kim Rulison	BA - Elementary Education 1-6, K-12 Reading Certification, ESOL/Reading Endorsement		7	2012: C, AYP=no, Learning gains 61%, PMS 2011: B, AYP=no, Learning gains 77%, PMS 2010: C, AYP=no, Learning gains 74%, PMS 2009: A, AYP=no, Learning gains 79%, PMS 2008: B, AYP=no, Learning gains 85%, PMS

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	When we have an opening, we advertise for both the Graduation Enhancement Alt. School Teacher and the areas of certification required. Only those who are highly qualified and screened through the district will be considered for interview. The principal interviews prospective applicants and looks for the ability to work with alternative school students, as well as using data-driven and research-based best practices for planning and delivering instruction.	Principal	by the beginning of the school year or as needed if there are openings	
2	The district recruits across the country, throughout the state, and via the Internet to attract teachers to Pasco County. All applicants go through an extensive screening process to ensure that they are the most highly qualified teacher for the position.	District Human Resources Department	throughout the school year	
3	To retain highly effective teachers we will implement professional development to facilitate collaboration and provide assistance in working with at risk students. this will include visits to our feeder schools to observe classrooms, Professional Learning Community meetings, and Lunch 'n Learns.	Principal Literacy Coach Content Leaders	Throughout the year; the first will be completed between August 6th and 10.	

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
There were 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
14	7.1%(1)	28.6%(4)	42.9%(6)	21.4%(3)	21.4%(3)	100.0%(14)	21.4%(3)	0.0%(0)	42.9%(6)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Anthony Lister	Rajesh Mahbubani	____ has ____ years experience of successful instruction. S/he has served as a mentor in the past and is very knowledgeable about teaching grade level content to at risk youth.	weely meetings, observations, reflection activities, data discussions, journal and book reviews
Lori Savoy	TBA	Ms. Savoy has 30 years experience of successful English/Language Arts instruction. S/he has served as a mentor in the past and is very knowledgeable about teaching grade level content to at risk youth.	weely meetings, observations, reflection activities, data discussions, journal and book reviews

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.

Teachers (academic, vocational, and elective), Guidance Counselor, Behavioral Specialist, Technology/Media Specialist, Social Worker, School Nurse, School Psychologist, Reading/Literacy Specialist, and Principal.

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

The RtI Leadership Team (Student Assistant Team) meetings will be held weekly. The team will serve as the S-Bit Team and:

- Review of Universal Screening data.
- Review of Progress Monitoring data.
- Planning for Interventions.
- Assessment of RtI implementation progress (Self-Assessment of Problem Solving Implementation
- Assessment of school staff's practices and skill development (RtI Skills and RtI Perception of Practices Surveys).
- Development of professional development/technical assistance plan to support RtI implementation.
- Analyze student data and success of interventions (behavioral and academic)
- Work with feeder schools to facilitate smooth transitions to and from JIEC.

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?

- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.

- Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity.
- Analysis of schoolwide and grade-level data in order to identify student achievement trends.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
- Development of data review plans, supports, and calendars.
- Development of processes to ensure intervention fidelity
- Review of Progress Monitoring data.
- Planning for Interventions.
- Assessment of RtI implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI)).
- Assessment of school staff's skill development (RtI Skills Survey).
- The leadership team met during the summer and at the beginning of the year to review last year's schoolwide data to provide necessary information and guide us as we prepared and strengthened our Tier 1 and Tier 2 supports with a formal and well planned schoolwide system that served as the foundation of our program and school improvement. They met with the support staff (school social worker, school psychologist, school nurse) to review the plan and gather additional advice and ideas.

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.

- FAIR Student Achievement Data
- Star Reading and Math Data
- Teacher Classroom assessment data and observations
- Point Card Level and Monitoring System
- Accelerated Math Data
- FCAT Explorer Data
- Read 180 Data
- Student Attendance Data
- Student Discipline Data
- Pasco Star Data to include the Risk Warning Indicators chart
- Early Warning Risk Indicators chart with our school data divided by three tier levels
- Course recovery data for students completing our recovery program

Describe the plan to train staff on MTSS.

All JIEC staff will participate in training in implementation of the WhyTry program that will be implemented within the Leadership Techniques class. This program focuses on how staff approaches students, teaches desired behaviors, helps students practice desired behaviors, and uses positive guidance to change behavior. This is one of our TIER 1 supports. Staff will use Risk Warning indicators to look for school-wide trends and needs for program activities.

Staff will be trained in using research-based best practices to plan, instruct, and assess students using planned formative and summative assessment to drive instructional practices and content.

When it is offered and available, James Irvin Education Center will participate in a 2 day professional development training that will focus on the following:

- Description of data collection processes to assess current staff skills.
- Identification of days available for RtI professional development.
- Content of professional development days based on state model professional development plan
- Resources to conduct professional development
- Resources to provide technical assistance and follow-up/support
- Plan for data collection to evaluate RtI implementation levels (e.g., SAPSI).
- Ensure plan includes action steps for the development of absent or partially present RtI infrastructure components

Several staff members have received RtI/PBIS training in the area of student discipline during the Summer of 2012.

Finally, the itinerant student services team will conduct training sessions as needed.

Describe the plan to support MTSS.

Teams meet weekly to review data and discuss students in need of additional intervention, monitoring, or supports. In addition, teachers will share data with students, and they will monitor their own progress.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The following Academic Performance Leaders comprise this year's Lead Literacy Team:

1. Principal
2. Reading Teacher/ESE Liaison
3. Writing Teacher
4. English Teacher/Drama Teacher
5. Technology/Media Specialist
6. Literacy Coach

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

The LLT meets monthly to:

- Review student data
- Develop, Monitor, and adjust SIP goals
- Promote Reading to students, create incentives and reward programs
- Help to promote best practices as related to literacy
- Establish and monitor focus areas across curriculum literacy activities
- Participate in professional development activities and bring lessons learned back to the faculty.

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

- Our efforts will involve professional development and schoolwide implementation in the following areas:
- Monitor student gains within content areas
- Establish common practices for lesson plan review, monitoring, and planning.
- Use FAIR data in the area of Word Analysis/Vocabulary to drive instruction across all curriculum areas
- Increase the amount of books that students are reading; identify one common book to be read at each grade level
- Increase the proficiency level of students in reading by using FAIR, FCAT, and classroom data to drive instruction across all content areas
- Providing professional development in the areas of Assessment prompts, Extend/Refine activities, and using the Gradual Release model to present instruction
- Increase the amount of higher order thinking type questions used
- Work with content areas to help plan collaboratively; monitor results

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 teachers will participate in content area weekly meetings that will focus on data, professional development, planning reading across the curriculum, and utilizing data to drive reading instruction. One of the Reading supervisors at the district level has agreed to help with professional development and use of FAIR decision tree to help in all content areas. All teachers will be incorporating vocabulary/word analysis instruction, extending and refining strategies, formative assessments, and the Gradual Release model into their lessons. The Literacy Committee will be creating a monthly instructional focus calendar that

will provide key reading objectives that are stressed during that month by all teachers.

*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?

Content area teachers plan units together and incorporate other academic disciplines within their curriculum. The Leadership class will integrate many of the literacy and mathematical skills through students maintaining a portfolio and monitoring their own progress. Elective teachers will be involved in creating literacy focus videos for the student news show.

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?

All eighth graders will take a Career Inventory and select a learning community for their home high school. Also, 8th graders will be able to work with the counselor at James Irvin Education center to select the appropriate academic Majors and/or Minors. Students receive career and academic counseling from Student Services Staff via assemblies, classroom presentations, and individual counseling sessions. The Student Services team also coordinates presentations from local agencies to help support students in this area.

The guidance counselor meets with students individually upon registration and discusses their goals, courses required to meet their goals, and their individual academic history to create a graduation plan of study that may include (in addition to regular coursework) virtual, career and technical education, and fine arts options.

Academic placement for students transitioning from our school is based upon student goals and course of study.

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 staff at James Irvin Education Center works to help all students successfully prepare for education/training at the postsecondary level. Guidance and other Student Services staff assist students with FACTS.org, ePep, career counseling, college/trade school counseling, and employment counseling/education. Students also are given the TABE test to determine their eligibility for GED testing, as well as the PLAN test. Students have the opportunity to take courses not offered at James Irvin Education Center through Florida Virtual Schools, Pasco Virtual Schools, Pasco County Adult Education, and Dual-Enrollment through Pasco-Hernando Community College.

The new English IV course that we have developed should improve student readiness for postsecondary work by providing reading and writing applications that establish relevance to students' futures. Also, our career academies offer courses that apply academics to career-specific content that will be relevant to students' futures. Schools provide academic and career planning that engages students in developing a personally meaningful course of study so they can achieve goals they have set for themselves.

At the conclusion of each semester, students will use their portfolios to compose resumes, establish their strengths, and discover their aptitudes. They will then set goals and create action plans for future study or experiences.

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:	The percentage of students scoring level 3 or higher on the 2013 FCAT Reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Of the 58 matched students tested in Reading, 29% (17) of students scored 3 or above in Reading as measured by the 2012 FCAT Reading Test. This is an increase of 10% and more than exceeded our goal.	29%+ of students will score 3 or above in Reading as measured by the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.

		<p>Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes.</p> <p>In the leadership class, teachers will model graphing and charting individual student progress, which covers many reading and math skills.</p>			
2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p> <p>Students will chart progress in their Leadership class using math and charting skills.</p> <p>Every day, students will calculate their percentage success on their point cards using mathematical formulas.</p>	<p>Principal, guidance counselor, literacy coach, teachers, technology specialist</p>	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to establish where to begin bridging each day's gap and monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect vocabulary and background knowledge that needs to be built prior to teaching a lesson (see activating strategies) assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	<p>Teachers Students Principal Academic Performance Leadership Team</p>	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
	<p>Due to the fluid nature of our school population, the master schedule had to accommodate multiple math courses in one room</p>	<p>The master schedule will allow for a 7 period day, with only one high school math and science course in the classroom at a</p>	<p>Principal</p>	<p>Math and science scores will increase on all assessments.</p> <p>Students will be able to</p>	<p>FCAT Core K-12 Teacher pre/post tests Teacher grade</p>

4	at the same time. Math scores will increase on all assessments. Students will be able to focus on one lesson happening at a time in a classroom.	time for the most frequently taken courses. Low incidence courses will be combined with like courses so that lessons can be taught as a class and differentiated during independent student work.		focus on one lesson happening at a time in a classroom.	distribution that reflects gains and mastery
5	Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.	By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis. We will also develop a reading incentive program.	Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)	All test scores will show student gains. Attendance will improve. Students will be motivated to complete work, so their grades will improve, as well.	FCAT Grade Distribution Attendance information
6	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes

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:	The percentage of students scoring 4 or 5 on the 2013 FCAT will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Of the 58 students tested in reading, 15% (9) of students	

scored Level 4 or 5 in Reading as measured by the 2012 FCAT Reading Test. This is an increase of 11% and exceeded our goal by 5%.

20% of students will score Level 4 or 5 in Reading as measured by the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.</p> <p>Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.</p>
	As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant	We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.	Principal, guidance counselor, teachers	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students</p>	<p>Lesson Plans will reflect assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-</p>

2	number (81/98) struggle in reading.	We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students. All non-proficient readers are placed in an intensive reading classroom.		will monitor their gains in the Leadership class.	monitors progress.
3	The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.	Teachers will use pre/post assessments to adjust instruction and measure gains. Gain scores will be included in student grades in lieu of participation grades. Students will monitor their gains. We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.	Teachers Students Principal Academic Performance Leadership Team	The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.	Lesson plans, eSembler, Student portfolios Gains grades
4	Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.	By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis. We will also develop a reading incentive program.	Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)	All test scores will show student gains. Attendance will improve. Students will be motivated to complete work, so their grades will improve, as well.	FCAT Grade Distribution Attendance information
5	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes

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:	The percentage of students making Learning Gains on the 2013 FCAT Reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Of the 58 matched students who tested in Reading, 57% (33) of students made Learning Gains in Reading as measured by the 2012 FCAT Reading Test. This exceeded our goal by 1%.	62% of students will make Learning Gains in Reading as measured by the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.</p> <p>Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.</p>

		<p>researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>			
2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading. Many of these students made no gains in the past years.</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p>	Principal, guidance counselor, teachers, Literacy Coach	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	Teachers Students Principal Academic Performance Leadership Team	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
4	<p>Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.</p>	<p>By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis.</p> <p>We will also develop an academic (reading and math) incentive program.</p>	Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)	<p>All test scores will show student gains.</p> <p>Attendance will improve.</p> <p>Students will be motivated to complete work, so their grades will improve, as well.</p>	<p>FCAT Grade Distribution Attendance information</p>
	<p>Teachers do not have many opportunities to collaborate with our feeder schools to see</p>	<p>Teachers will work in collaborative content area and interdisciplinary teams and visit one of</p>	principal teachers	<p>Teachers will be able to utilize the best practices used in the regular schools.</p>	<p>attendance at feeder school visits, content planning notes</p>

5	what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	two feeder schools known for excellence in PLCs and model classrooms.		Teachers will collaborate to increase the rigor of instruction.	
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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:	If statistically possible to match, we will increase the learning gains of the lowest quartile by 10% to 32% of students attending JIEC between October and February will make gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The lowest quartile did not have a significant number of matched students. Of those matched to us, very few were in the lowest quartile. According to Pasco Star, 9 of the lowest quartile were matched; of these, 22% (2) made gains.	32% of students in the Lowest 25% will make Learning Gains in Reading as measured by the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas. Teachers will use the Gradual Release Model for presenting new concepts. Teachers will meet weekly to discuss	Literacy Committee, Teachers, Principal	Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas. Teachers will use results to drive instructional decisions to meet all	Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies. Lesson Plans will reflect word attack/vocabulary

1		<p>student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>		students' needs.	strategies that were implemented from students results on FAIR assessment.
2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading.</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p>	Principal, guidance counselor, teachers	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p>	Teachers Students Principal Academic Performance Leadership Team	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>

		Students will monitor their gains. We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.			
4	Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.	By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis. We will also develop an academic (reading and math) incentive program.	Teachers, principal, literacy coach, technology specialist, Community partners (St. Leo)	All test scores will show student gains. Attendance will improve. Students will be motivated to complete work, so their grades will improve, as well.	FCAT Grade Distribution Attendance information
5	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes

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 # The percentage of students making learning gains will increase by 5% every year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	62%	67%	72%	77%	

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:	This year, no ethnic subgroup was counted in the AYP report as there were none that met the criteria.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No ethnic subgroup was counted in this year's report.	No ethnic subgroup was counted in this year's report.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	This is not an identified AYP category at JIEC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
This was not an identified subgroup at JIEC.	This is not an identified subgroup at JIEC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	This is not an identified subgroup at JIEC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
This was not an identified subgroup at JIEC.	This was not an identified subgroup at JIEC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged students making learning gains will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, JIEC maintained increased those making gains in reading from 46% to 57% (28/52); this is an increase of 11% from the previous year; when compared to the same matched students gains the prior year, JIEC students maintained at 57%.	62% of economically disadvantaged students will make learning gains in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.</p> <p>Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.</p>
2	As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading.	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous</p>	Principal, guidance counselor, teachers	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>

		improvement with the ultimate goal of developing proficient readers and students. All non-proficient readers are placed in an intensive reading classroom.			
3	The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.	Teachers will use pre/post assessments to adjust instruction and measure gains. Gain scores will be included in student grades in lieu of participation grades. Students will monitor their gains. We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.	Teachers Students Principal Academic Performance Leadership Team	The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.	Lesson plans, eSembler, Student portfolios Gains grades
4	Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.	By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis. We will also develop an academic (reading and math) incentive program.	Teachers, principal, literacy coach, technology specialist, Community partners (St. Leo)	All test scores will show student gains. Attendance will improve. Students will be motivated to complete work, so their grades will improve, as well.	FCAT Grade Distribution Attendance information
5	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes

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
<ul style="list-style-type: none"> • Collaboration in content group using the four questions to guide discussions • Use of 						

formative assessment to drive instructional decisions – especially prior to the lesson • Previewing and acceleration of vocabulary and background knowledge so that the student can learn intended lesson • Plan engaging lessons	6-12 all subjects	Principal, Content Curriculum Leader, Literacy Coach	all instructional staff	throughout the year beginning with the training offered August 6th - 10th, continuing by observing PLCs and LnLs at feeder schools, meeting quarterly to plan, and meeting weekly to review data and use this information to drive instruction, and ending at the end of the year	Weekly content meetings, sign-in logs, lesson plans, walk-throughs; each content group maintains a binder that will be reviewed quarterly.	Principal, Literacy Coach, Content Leadership Team (LLT)
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher training on bridging the gap to increase performance through engagement - included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies	District CIS department provided grant funds.	Title I, Part D	\$3,750.00
The literacy coach and district office will assess what we have and what we need and develop a plan to obtain these resources.	resources and materials as determined by Literacy Coach and district staff	CIS department K-12 Reading Funds	\$2,000.00
			Subtotal: \$5,750.00
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
The staff will receive training on working with PLCs, collaborating to review data, and teach reading across the curriculum	literacy coach, feeder schools (WRHS and JLMS),	CIS 1/2 day planning funds	\$100.00
Content teachers will visit regular schools to observe their PLCs, Lunch 'n Learns, and grade level, subject area classrooms so they can match our curriculum to theirs	feeder schools (WRHS and JLMS), substitutes required to cover classrooms	CIS 1/2 day planning funds	\$3,000.00
			Subtotal: \$3,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,850.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking.
CELLA Goal #1:

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading.
CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students scoring level 3 or higher on the 2013 FCAT Math will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (4) of 35 matched students scored 3 or above in Mathematics as measured by the 2012 FCAT Mathematics Test. This is an increase from 5% the prior year.	16% of students will score 3 or above in Mathematics as measured by the 2013 FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.

		<p>students in their morning Leadership classes.</p> <p>In the leadership class, teachers will model graphing and charting individual student progress, which covers many reading and math skills.</p>			
2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p> <p>Students will chart progress in their Leadership class using math and charting skills.</p> <p>Every day, students will calculate their percentage success on their point cards using mathematical formulas.</p>	Principal, guidance counselor, literacy coach, teachers, technology specialist	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to establish where to begin bridging each day's gap and monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect vocabulary and background knowledge that needs to be built prior to teaching a lesson (see activating strategies) assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	Teachers Students Principal Academic Performance Leadership Team	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
4	<p>Due to the fluid nature of our school population, the master schedule had to accommodate multiple math courses in one room at the same time. Math scores will increase on all assessments.</p>	<p>The master schedule will allow for a 7 period day, with only one high school math and science course in the classroom at a time for the most frequently taken courses. Low incidence courses will be combined with like</p>	Principal	<p>Math and science scores will increase on all assessments.</p> <p>Students will be able to focus on one lesson happening at a time in a classroom.</p>	<p>FCAT Core K-12 Teacher pre/post tests Teacher grade distribution that reflects gains and mastery</p>

	Students will be able to focus on one lesson happening at a time in a classroom.	courses so that lessons can be taught as a class and differentiated during independent student work.			
5	Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.	By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis. We will also develop a reading incentive program.	Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)	All test scores will show student gains. Attendance will improve. Students will be motivated to complete work, so their grades will improve, as well.	FCAT Grade Distribution Attendance information
6	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes
7	There has not been an avenue, other than the regular math class, for students to work on basic math remediation, i.e., addition, subtraction, multiplication, division, percent, graphing, charting, measurement	Students will use their individual daily, weekly, and monthly data to keep track of their progress. Students will calculate percentage and their daily average of their point cards every day during their 7th period class. Students will tally point card skill level points and average these on a monthly basis. Students will tally point card averages by period to determine which classes need additional goals. Students will calculate their improvement and progress using pre/post-test information for each class. Students will chart their progress on graphs in the portfolio they use in their Leadership Class.	Students, Teachers, Instructional Assistants, Principal	Teachers will review portfolios. Students will meet their goals and improve engagement as shown in their data. Instructional Assistants will maintain a record of all point card scores. Principal will monitor school progress. Math tests will indicate students are able to calculate percentages, chart numbers, calculate averages, and perform basic math functions (add, subtract, multiply, divide).	Grades Portfolios Point Cards Math tests

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

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

Mathematics Goal # 1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring level 4 or 5 on the 2013 FCAT Math will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/35) of matched students scored Level 4 and 5 in Mathematics as measured by the 2012 FCAT Mathematics Test.	At least 5% of students will score Level 4 and 5 in Mathematics as measured by the 2013 FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.</p> <p>Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.</p>

		<p>content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>			
2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading.</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p>	Principal, guidance counselor, teachers	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	Teachers Students Principal Academic Performance Leadership Team	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
4	<p>Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.</p>	<p>By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis.</p> <p>We will also develop a reading incentive program.</p>	Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)	<p>All test scores will show student gains.</p> <p>Attendance will improve.</p> <p>Students will be motivated to complete work, so their grades will improve, as well.</p>	<p>FCAT Grade Distribution Attendance information</p>

5	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes
6	The core instruction of the school does not consistently reinforce best practices in math instruction across the curriculum. Improvements can be made across the school.	Teachers will meet weekly to discuss student data and use this information to help drive instruction. Monthly lunch n' learn staff development sessions will be held for teachers. Instruction will have increased extend and refine activities to increase student critical thinking skills. Increase differentiated classroom instruction through the use of best practice modalities, including small groups and increased implementation of technology. Use of Accelerated Math and Apangea Math Programs. Use of Study Island, Curriculum Pathways, and FCAT Explorer.	Principal, Math Resource Teacher, Math Teacher	Teacher assessments, administrative walkthroughs, Software reporting mechanisms	Core K-12 Results
7	Due to the fluid nature of our school population, the master schedule had to accommodate multiple math courses in one room at the same time.	The master schedule will allow for a 7 period day, with only one high school math course in the classroom at a time for the most frequently taken courses. Low incidence courses will be combined with like courses so that lessons can be taught as a class and differentiated during independent student work.	Principal	Math scores will increase on all assessments. Students will be able to focus on one lesson happening at a time in a classroom.	FCAT Core K-12 Teacher pre/post tests Teacher grade distribution that reflects gains and mastery

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

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

Mathematics Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making Learning Gains on the 2013 FCAT Math test will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (11/33) of matched students with prior year data made Learning Gains in Mathematics as measured by the 2012 FCAT Mathematics Test. This was an increase of 3% from the following year; however, during the prior year, 68% of those same students made gains for a decrease of 34%.	44% of students will make Learning Gains in Mathematics as measured by the 2013 FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.</p> <p>Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.</p>

		<p>Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>			
2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading. Many of these students made no gains in the past years.</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p>	<p>Principal, guidance counselor, teachers, Literacy Coach</p>	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	<p>Teachers Students Principal Academic Performance Leadership Team</p>	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
4	<p>Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.</p>	<p>By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis.</p> <p>We will also develop an academic (reading and math) incentive program.</p>	<p>Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)</p>	<p>All test scores will show student gains.</p> <p>Attendance will improve.</p> <p>Students will be motivated to complete work, so their grades will improve, as well.</p>	<p>FCAT Grade Distribution Attendance information</p>
	<p>Teachers do not have many opportunities to collaborate with our</p>	<p>Teachers will work in collaborative content area and interdisciplinary</p>	<p>principal teachers</p>	<p>Teachers will be able to utilize the best practices used in the regular</p>	<p>attendance at feeder school visits, content</p>

5	feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.		schools. Teachers will collaborate to increase the rigor of instruction.	planning notes
6	The core instruction of the school does not consistently reinforce best practices in math instruction across the curriculum. Improvements can be made across the school.	Teachers will meet weekly to discuss student data and use this information to help drive instruction. Monthly lunch n' learn staff development sessions will be held for teachers. Instruction will have increased extend and refine activities to increase student critical thinking skills. Increase differentiated classroom instruction through the use of best practice modalities, including small groups and increased implementation of technology. Use of Accelerated Math and Apangea Math Programs. Use of Study Island, Curriculum Pathways, and FCAT Explorer	Principal, Math Resource Teacher, Math Teacher	Teacher assessments, administrative walkthroughs, Software reporting mechanisms	Core K-12 results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the Lowest 25% making learning gains in Mathematics will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (5/24) of matched lower quartile students with prior year data in the Lowest 25% made Learning Gains in Mathematics as measured by the 2012 FCAT Mathematics Test.	30% of students in the Lowest 25% of matched students with prior year data will make Learning Gains in Mathematics as measured by the 2013 FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.</p> <p>Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.</p>
	As an alternative school, our population varies significantly throughout the year. Students	We will collaborate to write lesson plans and assessments that are designed to include	Principal, guidance counselor, teachers	We have created an Academic Performance leadership team to organize, implement, and	Lesson Plans will reflect assessments; There will be a

2	<p>assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading.</p>	<p>background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p>		<p>model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	<p>Teachers Students Principal Academic Performance Leadership Team</p>	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
4	<p>Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.</p>	<p>By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis.</p> <p>We will also develop an academic (reading and math) incentive program.</p>	<p>Teachers, principal, literacy coach, technology specialist, Community partners (St. Leo)</p>	<p>All test scores will show student gains.</p> <p>Attendance will improve.</p> <p>Students will be motivated to complete work, so their grades will improve, as well.</p>	<p>FCAT Grade Distribution Attendance information</p>
5	<p>Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.</p>	<p>Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.</p>	<p>principal teachers</p>	<p>Teachers will be able to utilize the best practices used in the regular schools.</p> <p>Teachers will collaborate to increase the rigor of instruction.</p>	<p>attendance at feeder school visits, content planning notes</p>
	<p>The core instruction of the school does not consistently reinforce best practices in math instruction across the curriculum. Improvements can be made across the school.</p>	<p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Monthly lunch n' learn staff development sessions will be held for</p>	<p>Principal, Math Resource Teacher, Math Teacher</p>	<p>Teacher assessments, administrative walkthroughs, Software reporting mechanisms</p>	<p>Core K-12 results</p>

6		<p>teachers.</p> <p>Instruction will have increased extend and refine activities to increase student critical thinking skills.</p> <p>Increase differentiated classroom instruction through the use of best practice modalities, including small groups and increased implementation of technology.</p> <p>Use of Accelerated Math and Apangea Math Programs.</p> <p>Use of Study Island, Curriculum Pathways, and FCAT Explorer</p>		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Every year, we will increase the number of students making learning gains in mathematics by 5%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34%	39%	44%	49%	54%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			No ethnic subgroup was identified as applicable in the 2011 testing.		
Mathematics Goal #5B:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
n/a			n/a		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	n/a
Mathematics Goal #5C:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	n/a
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2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	This data was not available.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
This data was not available.	This data 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
	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and	Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.	Literacy Committee, Teachers, Principal	Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine	Department Instructional Focus Calendar will include higher order thinking skills,

1	vocabulary/word analysis.	<p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>		<p>percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>vocabulary/word analysis activities, and content area reading strategies.</p> <p>Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.</p>
2	As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading.	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p>	Principal, guidance counselor, teachers	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	Lesson Plans will reflect assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.
	The adjustment of instruction based on	Teachers will use pre/post assessments to	Teachers Students	The Academic Performance Leadership	Lesson plans, eSembler,

3	<p>formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	<p>Principal Academic Performance Leadership Team</p>	<p>Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Student portfolios Gains grades</p>
4	<p>Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.</p>	<p>By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis.</p> <p>We will also develop an academic (reading and math) incentive program.</p>	<p>Teachers, principal, literacy coach, technology specialist, Community partners (St. Leo)</p>	<p>All test scores will show student gains.</p> <p>Attendance will improve.</p> <p>Students will be motivated to complete work, so their grades will improve, as well.</p>	<p>FCAT Grade Distribution Attendance information</p>
5	<p>Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.</p>	<p>Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.</p>	<p>principal teachers</p>	<p>Teachers will be able to utilize the best practices used in the regular schools.</p> <p>Teachers will collaborate to increase the rigor of instruction.</p>	<p>attendance at feeder school visits, content planning notes</p>
6	<p>The core instruction of the school does not consistently reinforce best practices in math instruction across the curriculum. Improvements can be made across the school.</p>	<p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Monthly lunch n' learn staff development sessions will be held for teachers.</p> <p>Instruction will have increased extend and refine activities to increase student critical thinking skills.</p> <p>Increase differentiated classroom instruction through the use of best practice modalities, including small groups and increased implementation of technology.</p> <p>Use of Accelerated Math and Apangea Math Programs.</p> <p>Use of Study Island, Curriculum Pathways, and FCAT Explorer.</p>	<p>Principal, Math Resource Teacher, Math Teacher</p>	<p>Teacher assessments, administrative walkthroughs, Software reporting mechanisms</p>	<p>Core K-12 results</p>

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	n/a			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
No JIEC students take the Alternative Assessment. I cannot seem to get this information removed from our report.	Hopefully, by 2013, this section will be removed.			
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:	n/a			
2012 Current Level of Performance:	2013 Expected Level of Performance:			

For some reason, I cannot remove this information from this SIP. JIEC students do not take the Alternative Assessments.	Hopefully, by 2013, this section will be removed from the SIP.
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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:	We will increase the number of students scoring at proficiency by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (2) students of the 23 matched to us scored proficiently on the Algebra EOC.	19% of students will score at proficiency 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	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.

		<p>increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes.</p> <p>In the leadership class, teachers will model graphing and charting individual student progress, which covers many reading and math skills.</p>			
2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p> <p>Students will chart progress in their Leadership class using math and charting skills.</p> <p>Every day, students will calculate their percentage success on their point cards using mathematical formulas.</p>	Principal, guidance counselor, literacy coach, teachers, technology specialist	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to establish where to begin bridging each day's gap and monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect vocabulary and background knowledge that needs to be built prior to teaching a lesson (see activating strategies) assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p>	Teachers Students Principal Academic Performance Leadership Team	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>

		Students will monitor their gains. We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.			
4	Due to the fluid nature of our school population, the master schedule had to accommodate multiple math courses in one room at the same time. Math scores will increase on all assessments. Students will be able to focus on one lesson happening at a time in a classroom.	The master schedule will allow for a 7 period day, with only one high school math and science course in the classroom at a time for the most frequently taken courses. Low incidence courses will be combined with like courses so that lessons can be taught as a class and differentiated during independent student work.	Principal	Math and science scores will increase on all assessments. Students will be able to focus on one lesson happening at a time in a classroom.	FCAT Core K-12 Teacher pre/post tests Teacher grade distribution that reflects gains and mastery
5	Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.	By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis. We will also develop a reading incentive program.	Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)	All test scores will show student gains. Attendance will improve. Students will be motivated to complete work, so their grades will improve, as well.	FCAT Grade Distribution Attendance information
6	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes

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:	We will increase the percentage of students scoring at the 4 or 5 achievement level by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 Students were above proficiency levels.	3% of students will score at the Level 4 or 5 on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The core instruction does not consistently and pervasively include the teacher modeling and	Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and	Literacy Committee, Teachers, Principal	Content area teachers will review formative assessments, content area vocabulary, and	Department Instructional Focus Calendar will include higher

1	<p>student extension of higher order thinking and vocabulary/word analysis.</p>	<p>content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>		<p>student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>order thinking skills, vocabulary/word analysis activities, and content area reading strategies.</p> <p>Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.</p>
2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading.</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p>	<p>Principal, guidance counselor, teachers</p>	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>

3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	<p>Teachers Students Principal Academic Performance Leadership Team</p>	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
4	<p>Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.</p>	<p>By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis.</p> <p>We will also develop a reading incentive program.</p>	<p>Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)</p>	<p>All test scores will show student gains.</p> <p>Attendance will improve.</p> <p>Students will be motivated to complete work, so their grades will improve, as well.</p>	<p>FCAT Grade Distribution Attendance information</p>
5	<p>Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.</p>	<p>Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.</p>	<p>principal teachers</p>	<p>Teachers will be able to utilize the best practices used in the regular schools.</p> <p>Teachers will collaborate to increase the rigor of instruction.</p>	<p>attendance at feeder school visits, content planning notes</p>
6	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p> <p>Students will chart progress in their Leadership class using math and charting skills.</p>	<p>Principal, guidance counselor, literacy coach, teachers, technology specialist</p>	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to establish where to begin bridging each day's gap and monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect vocabulary and background knowledge that needs to be built prior to teaching a lesson (see activating strategies) assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>

	Every day, students will calculate their percentage success on their point cards using mathematical formulas.		
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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 # 7% (2/27) were proficient in 2012; in 2013, we will increase that by 5%.
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	7%	12%	17%	22%	27%	

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:	not available yet
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2012 Current Level of Performance:	2013 Expected Level of Performance:
data not available yet	data not available yet

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas. Teachers will use the Gradual Release Model for presenting new concepts. Teachers will meet weekly to discuss student data and use this information to help drive instruction. Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.	Literacy Committee, Teachers, Principal	Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas. Teachers will use results to drive instructional decisions to meet all students' needs.	Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies. Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.

1		<p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>			
2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading.</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p>	<p>Principal, guidance counselor, teachers</p>	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	<p>Teachers Students Principal Academic Performance Leadership Team</p>	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
	<p>Students have been struggling to learn grade</p>	<p>By preparing students for each day's lesson prior to</p>	<p>Teachers, principal, literacy</p>	<p>All test scores will show student gains.</p>	<p>FCAT Grade Distribution</p>

4	level content; therefore, they have become disengaged and unmotivated.	teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis. We will also develop an academic (reading and math) incentive program.	coach, technology specialist, Community partners (St. Leo)	Attendance will improve. Students will be motivated to complete work, so their grades will improve, as well.	Attendance information
5	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	At least 30% of geometry students will score proficiently on the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Of the 7 students matched between October and February FTE, six earned a grade of "D," according to this year's scale. However, when the bar for proficiency changes next year, this will change.	30% of our students will score at or above proficiency in geometry.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas. Teachers will use the Gradual Release Model for presenting new concepts. Teachers will meet weekly to discuss student data and use this information to help drive instruction.	Literacy Committee, Teachers, Principal	Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas. Teachers will use results to drive instructional decisions to meet all students' needs.	Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.
		Vocabulary in context			

1

strategies (word analysis, context clues) will be used throughout all curricular areas.

Review of FAIR decision tree and use to address individual student needs.

Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.

Use reading strategies in content area textbooks

Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.

Teachers will have regular data chats with students in their morning Leadership classes.

In the leadership class, teachers will model graphing and charting individual student progress, which covers many reading and math skills.

2

As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).

We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.

We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.

All non-proficient readers are placed in an intensive reading classroom.

Students will chart progress in their Leadership class using

Principal, guidance counselor, literacy coach, teachers, technology specialist

We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.

Students and teachers will use formative/summative assessments to establish where to begin bridging each day's gap and monitor student gains. Students will monitor their gains in the Leadership class.

Lesson Plans will reflect vocabulary and background knowledge that needs to be built prior to teaching a lesson (see activating strategies) assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.

		<p>math and charting skills.</p> <p>Every day, students will calculate their percentage success on their point cards using mathematical formulas.</p>			
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	<p>Teachers Students Principal Academic Performance Leadership Team</p>	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
4	<p>Due to the fluid nature of our school population, the master schedule had to accommodate multiple math courses in one room at the same time. Math scores will increase on all assessments.</p> <p>Students will be able to focus on one lesson happening at a time in a classroom.</p>	<p>The master schedule will allow for a 7 period day, with only one high school math and science course in the classroom at a time for the most frequently taken courses. Low incidence courses will be combined with like courses so that lessons can be taught as a class and differentiated during independent student work.</p>	<p>Principal</p>	<p>Math and science scores will increase on all assessments.</p> <p>Students will be able to focus on one lesson happening at a time in a classroom.</p>	<p>FCAT Core K-12 Teacher pre/post tests Teacher grade distribution that reflects gains and mastery</p>
5	<p>Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.</p>	<p>By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis.</p> <p>We will also develop a reading incentive program.</p>	<p>Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)</p>	<p>All test scores will show student gains.</p> <p>Attendance will improve.</p> <p>Students will be motivated to complete work, so their grades will improve, as well.</p>	<p>FCAT Grade Distribution Attendance information</p>
6	<p>Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.</p>	<p>Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.</p>	<p>principal teachers</p>	<p>Teachers will be able to utilize the best practices used in the regular schools.</p> <p>Teachers will collaborate to increase the rigor of instruction.</p>	<p>attendance at feeder school visits, content planning notes</p>

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.

Not available

Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
data not available	data 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	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.</p> <p>Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.</p>
	As an alternative school, our population varies significantly	We will collaborate to write lesson plans and assessments that are	Principal, guidance counselor,	We have created an Academic Performance leadership team to	Lesson Plans will reflect assessments;

2	<p>throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading.</p>	<p>designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p>	<p>teachers</p>	<p>organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	<p>Teachers Students Principal Academic Performance Leadership Team</p>	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
4	<p>Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.</p>	<p>By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis.</p> <p>We will also develop a reading incentive program.</p>	<p>Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)</p>	<p>All test scores will show student gains.</p> <p>Attendance will improve.</p> <p>Students will be motivated to complete work, so their grades will improve, as well.</p>	<p>FCAT Grade Distribution Attendance information</p>
5	<p>Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.</p>	<p>Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.</p>	<p>principal teachers</p>	<p>Teachers will be able to utilize the best practices used in the regular schools.</p> <p>Teachers will collaborate to increase the rigor of instruction.</p>	<p>attendance at feeder school visits, content planning notes</p>

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 #

Of the 6 students who took the assessment, 5 passed with a D. Next year, the scale will be different, so we are increasing opportunities, time, and support for students to achieve proficiency.

3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

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

Geometry Goal #3D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.					
Geometry Goal #3E:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.</p> <p>Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.</p>

		<p>increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>			
2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading.</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p>	Principal, guidance counselor, teachers	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	Teachers Students Principal Academic Performance Leadership Team	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
	Students have been	By preparing students	Teachers,	All test scores will show	FCAT

4	struggling to learn grade level content; therefore, they have become disengaged and unmotivated.	for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis. We will also develop an academic (reading and math) incentive program.	principal, literacy coach, technology specialist, Community partners (St. Leo)	student gains. Attendance will improve. Students will be motivated to complete work, so their grades will improve, as well.	Grade Distribution Attendance information
5	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes

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
<ul style="list-style-type: none"> • Collaboration in content group using the four questions to guide discussions • Use of formative assessment to drive instructional decisions – especially prior to the lesson • Previewing and acceleration of vocabulary and background knowledge so that the student can learn intended lesson • Plan engaging lessons 	6-12 all subjects	Principal, Content Curriculum Leader, Literacy Coach	all instructional staff	throughout the year beginning with the training offered August 6th - 10th, continuing by observing PLCs and LnLs at feeder schools, meeting quarterly to plan, and meeting weekly to review data and use this information to drive instruction, and ending at the end of the year	Weekly content meetings, sign-in logs, lesson plans, walk-throughs; each content group maintains a binder that will be reviewed quarterly.	Principal, Literacy Coach, Content Leadership Team (LLT)

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher training on bridging the gap to increase performance through engagement - included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies	District CIS department provided grant funds.	Title I, Part D	\$3,750.00
			Subtotal: \$3,750.00
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
Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements. Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms. Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction. attendance at feeder school visits, content planning notes	substitutes, other schools	CIS 1/2 day LFS planning funds	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,750.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of students scoring level 3 or higher on the 2013 FCAT Science will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (3/29) of 29 matched students scored 3 or above in Science as measured by the 2012 FCAT Science Test. We maintained the same level as the prior year.	15% of students will score 3 or above in Science as measured by the 2012 FCAT Science Test.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.</p>	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes.</p> <p>In the leadership class, teachers will model graphing and charting individual student progress, which covers many reading and math skills.</p>	<p>Literacy Committee, Teachers, Principal</p>	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.</p>
	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information</p>	<p>Principal, guidance counselor, literacy coach, teachers, technology specialist</p>	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers</p>	<p>Lesson Plans will reflect vocabulary and background knowledge that needs to be built prior to teaching a lesson (see activating</p>

2	<p>have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).</p>	<p>to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p> <p>Students will chart progress in their Leadership class using math and charting skills.</p> <p>Every day, students will calculate their percentage success on their point cards using mathematical formulas.</p>		<p>will use formative/summative assessments to establish where to begin bridging each day's gap and monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>strategies) assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	<p>Teachers Students Principal Academic Performance Leadership Team</p>	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
4	<p>Due to the fluid nature of our school population, the master schedule had to accommodate multiple math courses in one room at the same time. Math scores will increase on all assessments.</p> <p>Students will be able to focus on one lesson happening at a time in a classroom.</p>	<p>The master schedule will allow for a 7 period day, with only one high school math and science course in the classroom at a time for the most frequently taken courses. Low incidence courses will be combined with like courses so that lessons can be taught as a class and differentiated during independent student work.</p>	<p>Principal</p>	<p>Math and science scores will increase on all assessments.</p> <p>Students will be able to focus on one lesson happening at a time in a classroom.</p>	<p>FCAT Core K-12 Teacher pre/post tests Teacher grade distribution that reflects gains and mastery</p>
	<p>Students have been struggling to learn grade level content; therefore, they have become disengaged</p>	<p>By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to</p>	<p>Teachers, principal, literacy coach, technology specialist,</p>	<p>All test scores will show student gains. Attendance will improve.</p>	<p>FCAT Grade Distribution Attendance information</p>

5	and unmotivated.	attend and participate in each lesson because they will be able to understand and succeed on a daily basis. We will also develop a reading incentive program.	community partners (St. Leo)	Students will be motivated to complete work, so their grades will improve, as well.	
6	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes
7	More than 50% of the Course Recovery students, who were enrolled in Physical Science failed the course and scored poorly on the science test. The content was very challenging, and they did not have the background knowledge or vocabulary to successfully complete the work.	Students have been ability grouped into classes. Those who have done well in science and recovered all science classes were placed in a class that will move more quickly. Those who have never passed science, scored reading, math, and/or science at Level 1, and need additional time and support have been placed in a class that will help learn the basics required for physical science, along with the essential concepts for high school science success. In addition, those needing the most help were placed with a science teacher for their 1st period Leadership class.	Principal Science Teachers	teacher assessments, grade distribution, walk-throughs, FCAT science scores show growth in recovery students knowledge levels	Core K-12, FCAT science, student grades, department focus calendars, formative assessments

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	There will be an increase of 5% more students scoring at a level 4 or 5 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently only 2% (2) scored a level 4 or 5.	At least 7% of students will score a level 4 or 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	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.</p> <p>Lesson Plans will reflect word attack/vocabulary strategies that were implemented from students results on FAIR assessment.</p>

		<p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes. Literacy Committee, Teachers, Principal</p>			
2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading.</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p>	Principal, guidance counselor, teachers	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	Teachers Students Principal Academic Performance Leadership Team	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
4	<p>Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.</p>	<p>By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily</p>	Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)	<p>All test scores will show student gains.</p> <p>Attendance will improve.</p> <p>Students will be motivated to complete work, so their grades will improve, as well.</p>	<p>FCAT Grade Distribution Attendance information</p>

		basis. We will also develop a reading incentive program.			
5	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes

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

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

Problem-Solving Process to Increase Student Achievement

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

Florida Alternate Assessment High School Science Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Although most students earned "passing" (D grade) scores, these will not be considered proficient with students during 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2/10 (20%) of students were above proficiency. 8/10 (80%) earned a passing grade; 2/10 did not pass this test.	50% of students taking the EOC will score at the proficient level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking	Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area	Literacy Committee, Teachers, Principal	Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine	Department Instructional Focus Calendar will include higher order thinking skills,

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<p>and vocabulary/word analysis.</p>	<p>reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes.</p> <p>In the leadership class, teachers will model graphing and charting individual student progress, which covers many reading and math skills.</p>		<p>percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	<p>vocabulary/word analysis activities, and content area reading strategies.</p>
<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her</p>	<p>Principal, guidance counselor, literacy coach, teachers, technology specialist</p>	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to establish where to begin bridging each day's gap and monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect vocabulary and background knowledge that needs to be built prior to teaching a lesson (see activating strategies) assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio</p>

2		<p>progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p> <p>Students will chart progress in their Leadership class using math and charting skills.</p> <p>Every day, students will calculate their percentage success on their point cards using mathematical formulas.</p>			where he/she self-monitors progress.
3	The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	Teachers Students Principal Academic Performance Leadership Team	The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.	Lesson plans, eSembler, Student portfolios Gains grades
4	<p>Due to the fluid nature of our school population, the master schedule had to accommodate multiple math courses in one room at the same time. Math scores will increase on all assessments.</p> <p>Students will be able to focus on one lesson happening at a time in a classroom.</p>	The master schedule will allow for a 7 period day, with only one high school math and science course in the classroom at a time for the most frequently taken courses. Low incidence courses will be combined with like courses so that lessons can be taught as a class and differentiated during independent student work.	Principal	<p>Math and science scores will increase on all assessments.</p> <p>Students will be able to focus on one lesson happening at a time in a classroom.</p>	FCAT Core K-12 Teacher pre/post tests Teacher grade distribution that reflects gains and mastery
5	Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.	<p>By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis.</p> <p>We will also develop a reading incentive program.</p>	Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)	<p>All test scores will show student gains.</p> <p>Attendance will improve.</p> <p>Students will be motivated to complete work, so their grades will improve, as well.</p>	FCAT Grade Distribution Attendance information
	Teachers do not have	Teachers will work in	principal	Teachers will be able	attendance at

6	many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	teachers	to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	feeder school visits, content planning notes
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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 are below proficiency in reading and math. Since the bar has been raised, it will be more difficult for students to pass the biology EOC.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
(20%) 2/10 students scored at or above proficiency level.		25% of students who are enrolled in biology 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
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
<ul style="list-style-type: none"> • Collaboration in content group using the four questions to guide discussions • Use of 						

formative assessment to drive instructional decisions – especially prior to the lesson • Previewing and acceleration of vocabulary and background knowledge so that the student can learn intended lesson • Plan engaging lessons	6-12 all subjects	Principal, Content Curriculum Leader, Literacy Coach	all instructional staff	throughout the year beginning with the training offered August 6th - 10th, continuing by observing PLCs and LnLs at feeder schools, meeting quarterly to plan, and meeting weekly to review data and use this information to drive instruction, and ending at the end of the year	Weekly content meetings, sign-in logs, lesson plans, walk-throughs; each content group maintains a binder that will be reviewed quarterly.	Principal, Literacy Coach, Content Leadership Team (LLT)
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher training on bridging the gap to increase performance through engagement - included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies	District CIS department provided grant funds.	Title I, Part D	\$3,750.00
Subtotal:			\$3,750.00
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:			\$3,750.00

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:	The percentage of students scoring a level 3 or higher on the 2013 FCAT Writing will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

8th and 10th grades: 24 of 47 matched students (51%) of students scored a level 3.0 or higher on the 2012 FCAT Writing Test; note: there was a different and more difficult scoring criteria.	At least 57% will score at or above a level 3.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and writing across the curriculum.	Teachers will meet weekly to discuss student data and use this information to help drive instruction. Instruction will have increased extend and refine activities to increase student critical thinking skills. Increase differentiated classroom instruction through the use of best practice modalities, including small groups and increased implementation of technology. DRAPES implementation.	Language Arts Teachers and other content area teachers, principal, literacy committee	Teacher Assessments, student writing samples, walk-throughs	Student writing samples
2	Many students are not proficient in usage, spelling, and conventions, and the FCAT Writing assessment will be scored more rigorously in these areas.	All 10th grade students will be enrolled in a writing class during semester 1; 9th grade students will have this class during semester 2.	Principal, English Teacher	Master Schedule will reflect class and enrollment. eSembler will reflect standards, grades, and content taught.	Student grades and scores on writing assessment
3	Many teachers are not comfortable with assessing student writing	All teachers will attend training in basic writing assessment.	Principal English Teacher	Lesson plans will indicate that writing is taught across the curriculum.	Principal Academic Performance Leadership Team

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
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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
Writing across the curriculum: extending, refining, and assessment	6-12	Literacy coach, English teachers, principal	all teachers with students assigned to them	throughout the year, with at least one in the fall and one during early second semester	Documentation of two events, using in lesson plans, monitoring student work in content meetings	principal, LLT

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher training on bridging the gap to increase performance through engagement - included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies	District CIS department provided grant funds.	Title I, Part D	\$3,750.00
			Subtotal: \$3,750.00
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: \$3,750.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Students will need to pass and End-of-Course Exam. They have not taken this yet.

2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	At least 50% of our 7th grade students will pass the end-of-course exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes.</p> <p>In the leadership class, teachers will model graphing and charting individual student progress, which covers many reading and math skills.</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.

2	<p>As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).</p>	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p> <p>Students will chart progress in their Leadership class using math and charting skills.</p> <p>Every day, students will calculate their percentage success on their point cards using mathematical formulas.</p>	<p>Principal, guidance counselor, literacy coach, teachers, technology specialist</p>	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to establish where to begin bridging each day's gap and monitor student gains. Students will monitor their gains in the Leadership class.</p>	<p>Lesson Plans will reflect vocabulary and background knowledge that needs to be built prior to teaching a lesson (see activating strategies) assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.</p>
3	<p>The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.</p>	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	<p>Teachers Students Principal Academic Performance Leadership Team</p>	<p>The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.</p>	<p>Lesson plans, eSembler, Student portfolios Gains grades</p>
4	<p>Due to the fluid nature of our school population, the master schedule had to accommodate multiple math courses in one room at the same time. Math scores will increase on all assessments.</p> <p>Students will be able to focus on one lesson</p>	<p>The master schedule will allow for a 7 period day, with only one high school math and science course in the classroom at a time for the most frequently taken courses. Low incidence courses will be combined with like courses so that lessons can be taught as a class and differentiated</p>	<p>Principal</p>	<p>Math and science scores will increase on all assessments.</p> <p>Students will be able to focus on one lesson happening at a time in a classroom.</p>	<p>FCAT Core K-12 Teacher pre/post tests Teacher grade distribution that reflects gains and mastery</p>

	happening at a time in a classroom.	during independent student work.			
5	Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.	By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis. We will also develop a reading incentive program.	Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)	All test scores will show student gains. Attendance will improve. Students will be motivated to complete work, so their grades will improve, as well.	FCAT Grade Distribution Attendance information
6	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
•Attend						

district level training sessions when offered <ul style="list-style-type: none"> • Collaboration in content group using the four questions to guide discussions • Use of formative assessment to drive instructional decisions – especially prior to the lesson • Previewing and acceleration of vocabulary and background knowledge so that the student can learn intended lesson • Plan engaging lessons 	7th	Principal, Literacy Coach, Content Leadership at district office	all who teach course	throughout the year beginning with the training offered August 6th - 10th,	Weekly content meetings, sign-in logs, lesson plans, walk-throughs; each content group maintains a binder that will be reviewed quarterly.	Principal, Literacy Coach, Content Leadership Team (LLT)
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Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase new textbooks	district textbook funds	district textbook funds	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

End of Civics Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S.

History. U.S. History Goal #1:	This test has not been given yet.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	At least 80% of all students will score at a passing grade (D) for this year's test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core instruction does not consistently and pervasively include the teacher modeling and student extension of higher order thinking and vocabulary/word analysis.	<p>Teachers will provide direct explicit instruction in higher order thinking, vocabulary analysis, and content area reading in all subject areas.</p> <p>Teachers will use the Gradual Release Model for presenting new concepts.</p> <p>Teachers will meet weekly to discuss student data and use this information to help drive instruction.</p> <p>Vocabulary in context strategies (word analysis, context clues) will be used throughout all curricular areas.</p> <p>Review of FAIR decision tree and use to address individual student needs.</p> <p>Instruction will have increased extend and refine activities through writing to increase student critical thinking skills.</p> <p>Use reading strategies in content area textbooks</p> <p>Use of Read 180, Edge Reading, and other researched-based, district approved intensive reading Programs.</p> <p>Teachers will have regular data chats with students in their morning Leadership classes.</p> <p>In the leadership class, teachers will model graphing and charting</p>	Literacy Committee, Teachers, Principal	<p>Content area teachers will review formative assessments, content area vocabulary, and student FAIR reading levels to determine percentage of students correctly answering questions in these focus areas.</p> <p>Teachers will use results to drive instructional decisions to meet all students' needs.</p>	Department Instructional Focus Calendar will include higher order thinking skills, vocabulary/word analysis activities, and content area reading strategies.

		individual student progress, which covers many reading and math skills.			
2	As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).	<p>We will collaborate to write lesson plans and assessments that are designed to include background knowledge and vocabulary required to learn each day's lesson. Teachers will use this information to bridge the gaps between what our students know and what they need to know to learn the lesson.</p> <p>We will analyze entry data and work with each student to monitor his/her progress toward making gains. Our focus will be on continuous improvement with the ultimate goal of developing proficient readers and students.</p> <p>All non-proficient readers are placed in an intensive reading classroom.</p> <p>Students will chart progress in their Leadership class using math and charting skills.</p> <p>Every day, students will calculate their percentage success on their point cards using mathematical formulas.</p>	Principal, guidance counselor, literacy coach, teachers, technology specialist	<p>We have created an Academic Performance leadership team to organize, implement, and model a system of on-going progress monitoring.</p> <p>Students and teachers will use formative/summative assessments to establish where to begin bridging each day's gap and monitor student gains. Students will monitor their gains in the Leadership class.</p>	Lesson Plans will reflect vocabulary and background knowledge that needs to be built prior to teaching a lesson (see activating strategies) assessments; There will be a record of data review and discussions from the Weekly Content meeting minutes/notes; Each student will have a portfolio where he/she self-monitors progress.
3	The adjustment of instruction based on formative assessment data is inconsistently applied throughout all content areas. There has not been a systematic way to measure gains in each area.	<p>Teachers will use pre/post assessments to adjust instruction and measure gains.</p> <p>Gain scores will be included in student grades in lieu of participation grades.</p> <p>Students will monitor their gains.</p> <p>We will celebrate achievements as defined as those making gains and/or demonstrating standard mastery.</p>	Teachers Students Principal Academic Performance Leadership Team	The Academic Performance Leadership Team will establish common practices for all teachers that include pre/post assessment levels.	Lesson plans, eSembler, Student portfolios Gains grades
4	Due to the fluid nature of our school population, the master schedule had to accommodate multiple math courses in one room at the same time. Math scores will increase on all	The master schedule will allow for a 7 period day, with only one high school math and science course in the classroom at a time for the most frequently taken courses. Low incidence courses will	Principal	<p>Math and science scores will increase on all assessments.</p> <p>Students will be able to focus on one lesson happening at a time in a classroom.</p>	FCAT Core K-12 Teacher pre/post tests Teacher grade distribution that reflects gains and mastery

	assessments. Students will be able to focus on one lesson happening at a time in a classroom.	be combined with like courses so that lessons can be taught as a class and differentiated during independent student work.			
5	Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.	By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis. We will also develop a reading incentive program.	Teachers, principal, literacy coach, technology specialist, community partners (St. Leo)	All test scores will show student gains. Attendance will improve. Students will be motivated to complete work, so their grades will improve, as well.	FCAT Grade Distribution Attendance information
6	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements.	Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms.	principal teachers	Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction.	attendance at feeder school visits, content planning notes

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
<ul style="list-style-type: none"> • Collaboration in content group using the four questions to guide discussions • Use of formative assessment to drive instructional decisions – especially prior to the lesson • Previewing and acceleration of vocabulary and background knowledge so that the student can learn intended lesson • Plan engaging lessons 	High school students enrolled in course, usually includes grades 10 or 11.	Principal, Content Curriculum leaders from district office	all instructional staff who teach this course	throughout the year beginning with the training offered August 6th - 10th, continuing by observing PLCs and LnLs at feeder schools, meeting quarterly to plan, and meeting weekly to review data and use this information to drive instruction, and ending at the end of the year	Weekly content meetings, sign-in logs, lesson plans, walk-throughs; each content group maintains a binder that will be reviewed quarterly.	Principal, Literacy Coach, Content Leadership Team (LLT)

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need

of improvement:

1. Attendance Attendance Goal #1:	The percentage of James Irvin Education Center students with excessive absences (10% or more, including excused, unexcused) will decrease by 5%, with a long term goal (3-5 years) to reach 80%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Total average daily attendance rate for 2011-2012 was 74% on and Average daily membership of 119, (an decrease from 75% the year before).	The expected attendance rate for the 2012-2013 school year will increase to 78%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Of 119 students, 98% (117) were classified as off track (greater than 10 absences per semester) in the area of attendance.	In 2013, we will reduce this number by at least 5%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1 student had excessive tardies (25) to first period.	1 or fewer

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students at JIEC have home situations which contribute to absences, i.e., taking care of younger siblings, missing bus w/no other way to attend, homelessness, outside jobs where they pick up work wherever they can	Work with SSW to help parents find ways to support attendance	School Social Worker, Guidance Counselor	Track attendance and communicate with parents via letters and phone calls stressing the need for attendance	end of year attendance report reflects improvement and/or action(s) taken
2	Since we are an alternative school, students who enroll here are generally disengaged and arrive with many absences already acquired.	Help student change patterns of attendance problems through behavioral support system, student/parent/school agreements, and student data review meetings.	Principal, Academic Engagement Group during SAT meetings, guidance counselor, behavior specialist, school social worker	Meet with students and parents upon enrollment and review attendance data; track attendance reports and RtI database; Review attendance data monthly and determine the percent of students with excessive absences (5 or more per quarter). This will be compared to previous year's data.	Reports reflect improvement of attendance from when students arrive to the end of the year.
3	Students are not provided with positive reinforcement for attendance	Students will receive positive behavior support and qualify for incentives, including certificates, recognition on the news, contests, and earning extra privileges	Principal, Academic Engagement Group during SAT meetings, guidance counselor, behavior specialist, school social worker	Review attendance data monthly and determine the percent of students with excessive absences (5 or more per quarter). This will be compared to previous year's data.	Monthly attendance data
	Many students do not feel they belong in school and have been disengaged for a long time.	Students will be enrolled in a leadership class that is part of a deck Team, where all will work together to create an inclusive and	principal, teachers, support staff	Review attendance and engagement regularly; teachers will call parents when students a designated number of days.	monthly attendance data

4		<p>inviting environment so that students feel they belong and are valued members of the team.</p> <p>A peer counseling panel for attendance staffed by positive student leaders will serve as supports for those who have attendance problems.</p>		Deck teams will meet weekly to review attendance data.	
5	Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.	By preparing students for each day's lesson prior to teaching the lesson, students will be more motivated to attend and participate in each lesson because they will be able to understand and succeed on a daily basis.	Teachers, principal, literacy coach, technology specialist	<p>All test scores will show student gains.</p> <p>Attendance will improve.</p> <p>Students will be motivated to complete work, so their grades will improve, as well.</p>	FCAT Grade Distribution Attendance information

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
<ul style="list-style-type: none"> Collaboration in content group using the four questions to guide discussions Use of formative assessment to drive instructional decisions – especially prior to the lesson Previewing and acceleration of vocabulary and background knowledge so that the student can learn intended lesson Plan engaging lessons that students want to attend 	6-12	district office experts, principal, and leadership team	Principal, teachers staff social worker behavior specialist guidance counselor	throughout the year beginning with the training offered August 6th - 10th, continuing by observing PLCs and LnLs at feeder schools, meeting quarterly to plan, and meeting weekly to review data and use to prepare attendance plans for groups, and ending at the end of the year	Weekly content meetings, sign-in logs, lesson plans, walk-throughs; each content group maintains a binder that will be reviewed quarterly.	Principal, Literacy Coach, Content Leadership Team (LLT)

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	During the 2011-2012 school year the amount of suspensions (ISS and OSS) will decrease by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1 - however, this is mis-coded; there were no ISS assignments at JIEC during 2011-2012.	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
ISS was discontinued.	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 168 Out-of-School suspensions assigned in the 2011-2012 school year, which is a reduction from 253 the prior year, for a reduction by 85 referrals; we reduced the number of suspensions by more than 25%.	We will reduce the number of suspensions by more than 10%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
More than 70 of our students were assigned Out-of-School Suspensions during the 2010-2011 school year as determined from the Pasco STAR system; however, many of these happened at the students' previous schools. Therefore, it is difficult to compare the impact of our interventions with our students.	We will continue to reduce the number of suspensions 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	There are a certain percentage of students who are sent to James Irvin for behavioral issues at their home school, and many times these behaviors continue at the school.	<p>Further implementation of a Positive Behavior Support system.</p> <p>Increased counseling groups by Student Services Staff.</p> <p>All students will be enrolled in a leadership class that will focus on teaching positive school skills that lead to success.</p>	Student Services Staff and Principal, teachers, Instructional assistants	Number of suspensions will be examined on a monthly basis.	Final report of suspensions at the end of the school year.
2	Other than suspension, there are few alternatives for consequencing inappropriate behavior	<p>After researching interventions that increase success, we:</p> <ul style="list-style-type: none"> •discontinued the use of ISS •established a Reflection Room that serves as an intervention on a class by class basis. •empowered teachers to act on all referrals they generate with the exception of zero tolerance offenses or any that require suspension. •expanded the preventative and supportive interventions and designed corrective interventions that are focused on changing behavior rather than just giving punitive response to misbehavior. •are teaching students to choose skills that will lead them toward their diplomas as opposed to moving them backward. <p>In addition, the Behavior Specialist, Guidance Counselors, and the Principal will explore alternatives to removing students from class, including parent shadow, direct adult supervision in the classroom, and positive incentives for students who are able to remain in class after problems have arisen</p>	Teachers, behavior specialists, guidance counselor, principal	Number of suspensions will decrease; these will be monitored on a monthly basis	Final report of suspensions at the end of the year
	In the past, all infractions resulted in a type of suspension.	The only behaviors that will warrant a suspension are those that are zero-tolerance and safety issues, such as, drugs, weapons, aggression, bullying,	principal, behavior specialist, teachers, guidance counselor	Suspension rates will be monitored and indicate they were assigned only for significant, zero-tolerance behaviors.	Monitor suspension statistics monthly review at the end of the year, as well.

3		<p>violence, etc.</p> <p>When students return from suspension, they will have no campus privileges and require an adult escort when going from place to place.</p> <p>There will be peer panel/student court that will serve as a mentoring intervention.</p>			Number of suspensions will decrease.
4	Students returning from suspension need to transition back to school knowing how to correct behavior and demonstrating the ability to make those corrections	<p>Students returning from suspension will be placed on the lowest card level that requires constant adult supervision, including adult escorts to the restroom. During these times, the adult will help the student practice the desired behavior and response.</p> <p>Students who make appropriate choices will be able to earn privileges after attending 5 full days of every class and earning more than 80% weekly average on point cards.</p>	Teachers Behavior Specialist Principal Instructional Assistants	<p>Instructional Assistants will maintain point cards, records, and establish when the data indicates a student may be promoted.</p> <p>Students card levels will increase past the low level card when they demonstrate the appropriate behaviors.</p>	Suspensions will decrease.

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
More than 1/2 of students at JIEC have significant behavioral issues. Our focus this year is using diffusion strategies and increasing engagement in content lessons.	6-12 all subjects	Principal, District supervisors and experts, Why Try? program creator, CIS supervisor of graduation enhancement programs	all teachers and staff	August 6-10, throughout the year	Weekly Academic Engagement meetings to review data	Principal, behavior specialist, guidance counselor

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>	Of all students who enter JIEC for the 2011-12 school year, we will have a 5% decrease in the percentage of students being coded as dropping out. Of the Recovery students who enter, we will increase the promotion rate by 5%.
2012 Current Dropout Rate: Of the 190 students who entered JIEC, 16 (8.4%) were coded as dropping out. This was a reduction from 10.8% the previous year). Of the 56 8th Grade Course Recovery students who entered, 46 (76.6%) were promoted, many to the 10th grade.	2013 Expected Dropout Rate: For the 2012 school year, we will reduced or maintain the students coded as dropping out to not exceed 8% (16). We will increase the Course Recovery Completion/Promotion to 80% promoted by the end of the year.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Lack of student engagement	Communication with parents and students about progress. Student incentives and rewards. Motivational	Graduation Enhancement Resource Teacher, Guidance Counselor, and Principal	Moodle reports, student records Students will all be scheduled into a first period Leadership class.	Final Moodle Reports, Transition Data Improved grades Early Warning Risk Indicator chart to monitor

1		<p>counseling group.</p> <p>Students will be enrolled in a Leadership Techniques class that includes activities designed to motivate students, success skills to help generate additional success, and a way for students to monitor their own engagement levels.</p> <p>Teachers will use formative assessment to differentiate instruction on an individual level so that students have the ability and interest in participating and succeeding.</p> <p>All teachers will use the Gradual Release Model to increase classroom engagement.</p>		<p>Leadership class lesson plans and portfolios include "Why Try?" motivational materials.</p> <p>Early Warning Risk Indicator checklist will indicate increasing engagement by having fewer students in the Off-Track or At-Risk categories.</p>	<p>school and student levels of engagement.</p> <p>Master schedule reflects all students enrolled in Leadership class.</p>
2	<p>Student disengagement with current courses</p>	<p>Teachers will assess current student levels and determine what knowledge and vocabulary they need to preview prior to teaching lesson so that students are prepared to understand and succeed each day.</p> <p>Survey students to establish electives that will interest them; implement electives, focus all on success strategies for completing high school and being successful with employment</p>	<p>Principal and teachers</p>	<p>Provide time for teacher collaboration to create common formative assessments, compare results, and plan instruction.</p> <p>Increase number of engagement electives, including business and performing arts electives; student success in these courses</p>	<p>Meeting calendar and logs for collaboration and data review; all groups provided a binder; these will be reviewed quarterly.</p> <p>Master schedule w/courses included; improvement in attendance and work completion; increase in number of students who are employed or in apprenticeships</p>
3	<p>We need a strong Tier 1 support system designed to engage students in their education and help them learn the skills for succeeding in school.</p>	<p>Implement a class (Leadership Techniques) that helps students become actively engaged in their education by helping them monitor their progress through portfolios, teaching and practicing success skills, celebrating successes, and providing a mentor/advisor for every student.</p>	<p>principal behavior specialist Academic Engagement Leadership Team, teachers, students</p>	<p>Student portfolio assessment, Student-Teacher data chats, review gains scores, grades, attendance, and behavior statistics regularly through weekly Deck Meetings, monthly leadership meetings, RtI Team data reviews, and monthly Student Assistance Team meetings</p>	<p>Student Grades Student Attendance Rates Office Discipline Referrals Student Portfolios</p>

(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
More than 1/2 of students at JIEC have significant behavioral issues. Our focus this year is using diffusion strategies and increasing engagement in content lessons.	6-12 all subjects	Principal, District supervisors and experts, Why Try? program creator, CIS supervisor of graduation enhancement programs	all teachers and staff	August 6-10, throughout the year	Weekly Academic Engagement meetings to review data	Principal, behavior specialist, guidance counselor

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement a variety of tangible incentives: certificates, prizes, celebrations, etc.	SAC, Boxtops for Education, St. Leo Partnership, donations	donations, Boxtops for Education, SAC budget, St. Leo Partnership	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase use of technology in the classrooms	SMART board	trade with other schools	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,300.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or	During the 2012-13 school year parent involvement as measured attendance at school functions, will increase.

<i>unduplicated.</i>					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
We learned that parents will come to the school when their children are being recognized for positive contributions. We had over 40 parents for our two end of year events. The statistics for open house were unavailable.			At least 75% of parents will participate in the orientation sessions when they register their students or via the online presentation; 50% will attend school functions when they occur.		
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	Many of the parents of the school live more than thirty minutes away and have difficulty coming to the school.	<p>More announcements of school open house.</p> <p>More communication regarding conferences, multiple attempts (mail, phone, and email)</p> <p>Encourage use of parental emails as an effective form of communication with parents.</p>	Teachers, Student Services Staff, and Principal	Parental Involvement through conferences and emails.	Attendance at Open House, Parent Conferences, and number of parent emails.
2	Parents have been disengaged from their children's education and are tired of attending events focusing on students' problems.	<p>All events will have a positive student focus and participation.</p> <p>Open house will occur during the leadership class and in the evening so that all parents can attend.</p> <p>At Open House, students will lead the parents through their portfolios, goals, and escort them throughout campus to meet their teachers and friends.</p> <p>There will be regular awards events connected to parent meetings.</p> <p>Staff will communicate with parents regarding their child's progress using eSembler, emails, our website, and phone calls.</p>	Principal, teachers,	<p>Number of parents attending each event</p> <p>Student Card Documentation</p>	<p>Attendance at orientation, open house, and other events</p> <p>Student Card documentation will provide a log of communication.</p>

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						

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
Parent involvement assistant will be working with JIEC to improve parent involvement.	District staff member will be allocated to us as a .2 unit.	Title 1, Part D	\$5,860.00
			Subtotal: \$5,860.00
			Grand Total: \$5,860.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		We will implement an agriculture program that increases student engagement and helps them develop skills for local agriculture employment.			
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 program existed at the school; we needed	Hire a teacher who will work with district CTE	Principal, Teacher, district	master schedule reflects course;	master schedule, grade distribution

1	increased allocation and received it.	and community organizations to move the program forward.	CTE staff	students successfully complete course	report, participation in community events
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher training on bridging the gap to increase performance through engagement - included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies	District CIS department provided grant funds.	Title I, Part D	\$3,750.00
Reading	The literacy coach and district office will assess what we have and what we need and develop a plan to obtain these resources.	resources and materials as determined by Literacy Coach and district staff	CIS department K-12 Reading Funds	\$2,000.00
Mathematics	Teacher training on bridging the gap to increase performance through engagement - included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies	District CIS department provided grant funds.	Title I, Part D	\$3,750.00
Science	Teacher training on bridging the gap to increase performance through engagement - included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies	District CIS department provided grant funds.	Title I, Part D	\$3,750.00
Writing	Teacher training on bridging the gap to increase performance through engagement - included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies	District CIS department provided grant funds.	Title I, Part D	\$3,750.00
Civics	Purchase new textbooks	district textbook funds	district textbook funds	\$4,000.00
Dropout Prevention	Implement a variety of tangible incentives: certificates, prizes, celebrations, etc.	SAC, Boxtops for Education, St. Leo Partnership, donations	donations, Boxtops for Education, SAC budget, St. Leo Partnership	\$300.00
				Subtotal: \$21,300.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Dropout Prevention	Increase use of technology in the classrooms	SMART board	trade with other schools	\$1,000.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The staff will receive training on working with PLCs, collaborating to review data, and teach	literacy coach, feeder schools (WRHS and JLMS),	CIS 1/2 day planning funds	\$100.00

	reading across the curriculum			
Reading	Content teachers will visit regular schools to observe their PLCs, Lunch 'n Learns, and grade level, subject area classrooms so they can match our curriculum to theirs	feeder schools (WRHS and JLMS), substitutes required to cover classrooms	CIS 1/2 day planning funds	\$3,000.00
Mathematics	Teachers do not have many opportunities to collaborate with our feeder schools to see what students are learning in their regular schools. Therefore, they cannot prepare students for the rigors of the curriculum and requirements. Teachers will work in collaborative content area and interdisciplinary teams and visit one of two feeder schools known for excellence in PLCs and model classrooms. Teachers will be able to utilize the best practices used in the regular schools. Teachers will collaborate to increase the rigor of instruction. attendance at feeder school visits, content planning notes	substitutes, other schools	CIS 1/2 day LFS planning funds	\$1,000.00
				Subtotal: \$4,100.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parent involvement assistant will be working with JIEC to improve parent involvement.	District staff member will be allocated to us as a .2 unit.	Title 1, Part D	\$5,860.00
				Subtotal: \$5,860.00
				Grand Total: \$32,260.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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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 8/27/2012)

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.

Projected use of SAC Funds	Amount
The SAC approved 2012-2013 funds for any of the following three areas: purchasing technology to be used by students and staff in classrooms or media, providing professional development or staff support, providing students incentives or student support. Current funds are those that rolled over from last year. We have not received information on this year's amount.	\$186.97

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

The SAC will work with the school and community to establish sponsorships, create a school-wide reading/literacy activity that will result in a school-wide service learning project.

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