

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MARION TECHNICAL INSTITUTE

District Name: Marion

Principal: Isaac Burgess IV

SAC Chair: Nancy Purdy

Superintendent: James M. Yancey, Jr.

Date of School Board Approval:

Last Modified on: 10/23/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Isaac Burgess IV	Associates in Arts - Central Florida Community College Bachelors of Science - Florida A&M Master of Education - Nova Southeastern Certifications: Pshchology (Grades 6-12) School Principal (all Levels)	1	10	16 years of experience in education: Assistant Principal for Curriculum, Assistant Principal of Discipline, Dean of Students, and Classroom Teacher. School-Based Principalsip: Sunrise Elementary, Liberty Middle School and Marion Technical Institute. 04/05: School Grade B AYP: 80% 05/06: School Grade B AYP: 83% 06/07: School Grade C AYP: 74% 07/08: No School Grade AYP: 90% 08/09: No School Grade AYP: 92% 09/10: No School Grade AYP: 82% 10/11: School Grade A AYP: 72% 11/12: School Grade B
		Associate in Applied Science - Broome Community College Bachelor of Science - Florida International			03/04: School Grade A-Villages Charter Middle School AYP 100% 04/05: School Grade A-Villages Charter Middle School AYP 97% 05/06: School Grade A-Villages Charter



21	9.5%(2)	9.5%(2)	90.5%(19)	0.0%(0)	57.1%(12)	90.5%(19)	14.3%(3)	4.8%(1)	19.0%(4)
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## 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
Susan Eatmon	John Jacobs	Susan Eatmon is our testing coordinator with 16 years of experience in education. She is Clinical Education certified. Educational Leadership certified.	Attend district PEC Orientation Training. Attend 6 hours of mentoring training. Meet regularly with beginning teacher to offer support and assistance. Assist beginning teacher in collecting documentation of competencies before submitting to administrator.
Susannah Bender	Amanda Harland	Mrs. Bender is a veteran counselor with 13 years of experience. She is Clinical Education Certified. MS in Higher Education in Administration	Attend district PEC Orientation Training. Attend 6 hours of mentoring training. Meet regularly with beginning teacher to offer support and assistance. Assist beginning teacher in collecting documentation of competencies before submitting to administrator
Michael Fritch	Kim Burt	Mr. Fritch has 10 years experience as a Career and Technical Education instructor and 9 years in administration. Educational leadership certified.	Attend district PEC Orientation Training. Attend 6 hours of mentoring training. Meet regularly with beginning teacher to offer support and assistance. Assist beginning teacher in collecting documentation of competencies before submitting to administrator

## 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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II – Part A

District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title II –Part D

District receives supplemental funds for improving their basic education programs through the purchase of equipment to supplement education technology in classrooms. In addition, instructional support is provided to students via software to enhance literacy and math skills of struggling students.

#### Title III

##### Title III – Part A

Services are provided through the district for educational materials and ELL support services (as needed) to assist immigrant and English Language Learners.

#### Title X- Homeless

The district provides social work assistance (Homeless Liaison) to support homeless students under the McKinney-Vento Act in eliminating barriers for a quality education.

#### Supplemental Academic Instruction (SAI)

##### Marion County Health Department

Schools coordinate with the Marion County Health Department to provide programs to reduce absences, obesity, and other health challenges. Nurses are also provided to oversee school health clinics as appropriate. Florida Department of Juvenile Justice funds mentoring services for students who are identified as needing additional support such as tutoring. Marion County Children's Alliance provides for a wide range of initiatives benefiting MTI staff and students, including the recent installation of a fitness center with a support person to work with students and staff, after school tutoring, summer programming and other activities.

#### Violence Prevention Programs

MTI's Student Service's works directly with students to strengthen their connection with the school. Olewus Bully Prevention Program is used as supplemental material.

#### Nutrition Programs

MTI follows federal, state and school board policies in regard to nutrition programs and coordinates additional programs through the district's food services and the office of health, wellness and physical education.

#### Housing Programs

N/A

#### Head Start

N/A to Marion Technical Institute.

#### Adult Education

N/A to Marion Technical Institute.

#### Career and Technical Education

District-wide, Career and Technical Education programs are provided for all students, regular, disadvantaged and handicapped, in grades 7 through 12. Marion Technical Institute offers students enhanced opportunities to learn technical and professional skills to prepare them for employment and careers. Students are encouraged to complete assessments and evaluations required for national industry certifications.

#### Job Training

Career and Technical Education programs are provided for all students, regular, disadvantaged and handicapped, in grades 7 through 12. Marion Technical Institute provides extensive job training, internship, job shadowing, career coaches and employment opportunities for its students. MTI students complete the required training to achieve national business certifications.

#### Other

##### Title IV – Part A:

Safe and Drug Free Schools provides support for violence, substance use, and delinquency in promoting a safe, drug free learning environment.

##### Title X:

The district provides a social worker to support homeless students under the McKinney-Vento Act in eliminating barriers for a quality education.

#### Exceptional Student Education:

The Florida Diagnostic Learning Resource System (funded through EHA-Part B, amended by PL94-142) supports services through all school/district exceptional student education programs.

#### Marion County Health Department:

Schools coordinate with the Marion County Health Department to provide programs to reduce absences, obesity, and other health challenges. Nurses are also provided to oversee school health clinics as appropriate.

#### Florida Department of Juvenile Justice:

Funds mentoring services for students who are identified as needing additional support such as tutoring. Marion County Children's Alliance provides for a wide range of initiatives benefiting MTI staff and students, including the recent installation of a fitness center with a support person to work with students and staff, after school tutoring, summer programming and other activities.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team. The following individuals make up the school-based RtI Leadership Team: Isaac Burgess IV, MTI Principal- Provides a common vision for the use of data-based decision-making and ensures that other team members: Coordinator/AP, Michael Fritch; Guidance Counselor, Susannah Bender; Dean of Students, Keri Bowman, involved Academic and Academy Teachers, and assigned District Support Staff are (1) implementing RtI, conducting assessments of RtI skills of school staff, (2) implementing intervention support and documentation, (3) providing adequate professional development to support RtI implementation, and (4) communicating with parents regarding school-based RtI plans and activities.

Academic and Academy Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Support Staff - Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers.

District Behavior Specialist - Provides guidance and information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist - Develops or brokers technology necessary to manage and display data.

Student Services Personnel - Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child services and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 MTSS Leadership Team will focus meetings around: How do we develop and maintain a problem-solving system to bring out the best in MTI staff, teachers and students?

The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem

solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The following process will take place:

Step 1: Problem Identification – Identify and define the target problem

Step 2: Problem Analysis – Attempt to determine why the problem is occurring

Step 3: Intervention Design - Decide what is going to be done about the problem

Step 4: Response to Intervention – Monitor progress and determine “Is it working?”

The implementation of SAT is a well defined process which begins with the completion of the SAT Request (STS # 35). The Marion County Student Assistance Team Packet guides the team through the process step-by-step.

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

The MTSS/RtI Leadership Team meets with the School Advisory Council (SAC) to assist in developing the SIP. The team considers data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed. Together, clear expectations for instruction are set (Rigor, Relevance, Relationship) and they facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align the instructional processes and procedures.

#### MTSS Implementation

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

Data management systems assist in decision rules:

Positive Response: The gap is closing. The SAT is able to extrapolate the point at which target student(s) will “come in range” of target – even if this is long range. The level of “risk” lowers over time.

Questionable Response: The rate at which the gap is widening slows considerably, but the gap is still widening. The gap stops widening but closure does not occur.

Poor Response: The gap continues with no change in rate.

Data management systems used: Baseline data with Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), DIBELS, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), End of year: FAIR, FCAT.

Frequency of Data Days: Twice a month for data analysis

Describe the plan to train staff on MTSS.

The staff will be offered training in the process of RtI, including:

Staff will continue to train through bi-weekly meetings and key personnel will attend District PBS/RtI training to ensure that all are kept up-to-date on latest techniques and requirements.

Core - Tier 1 is the foundation that provides for scientific, research-based instructional and behavioral methodologies and practices. This supports all students in their general education.

Supplemental - Tier 2 consists of supplemental instruction and interventions provided to specific students who need additional instruction and/or behavioral support.

Intensive - Tier 3 consists of intensive instruction or behavioral interventions provided with the goal of increasing students’ “School Wide Florida’s Continuous Improvement Model” rates of progress. These students may or may not be eligible for specially designed instruction and services aligned with IDEA. Professional development will be provided during teachers’ common planning time during Friday Faculty Focus and small sessions will occur throughout the year. Two PD sessions entitled: “RtI: Common Core Model and “RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions” will take place in mid-August and in October. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

The data source and the data management system used to summarize data in reading, mathematics, science, social sciences and behavior is called Performance Matters and Student Management System (SMS).

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Isaac Burgess IV, MTI Principal- Provides a common vision for the use of data-based decision-making and ensures that other team members support that vision.

Coordinator/AP Michael Fritch  
Guidance Counselor Susannah Bender  
Testing Coordinator Susan Eatmon  
English Teacher Kristen Blair  
Academy Teacher Frances Lynch  
Reading Teacher Jennifer Toomey  
ESE Teacher Shanda Nikolajski  
District Support Staff

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

All teachers align instruction with the District Focus Calendar. It is identified on teachers' lessons plans. These topics are imbedded across the curriculum through coordinated instructional lessons. Specific instructional needs of students are determined by test data and are monitored regularly through reviews of student performance. After each marking period, the curriculum coordinator will conduct progress monitoring meetings with the teachers to analyze the progress students are making. Those students not meeting targeted proficiency are referred to the Student Assistance Team (working with the guidance counselor) for additional support. Classroom instruction is adjusted as the data indicates. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? By integrating all of our curriculums.

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

Incorporation of reading strategies across the curriculum, use of Common Core strategies in alignment with District Initiatives, integrated projects and curriculum mapping.  
The Literacy Leadership Team will be guided by the following plan of action:  
Investigate area of concern.  
Study and plan a course of action  
Implement a course of action  
Determine effectiveness of action plan  
Reflect and monitor.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Administration and teachers will utilize fidelity checklists and text complexity in all reading classes as well as CAR-PD classes. Administration will observe all classes on a weekly basis to ensure reading strategies are being utilized.

### \*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?

MTI uses project based learning and connects academics with career academies. This allows student to experience their academic lessons with their career pathways. MTI uses integrated lessons and real world experiences to broaden and strengthen students' learning. In addition, MTI provides school-wide initiatives to focus on students' job skill training and employment, career coaching, internships, job shadowing and senior projects all offer students opportunities to see relationships between classes and their future career paths.

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?

MTI focuses on the students' career pathways through developing those skills needed to successfully attain national industry certifications, college credit (through dual enrollment) and in-field internships. Each students' course selection is carefully reviewed through the student services office and a counselor discusses options available to each student. Scholarship and employment opportunities are compared with course selections and students are given recommendations based on their selected career pathway and/or identified college program. A daily focus for the school is for teachers and students to question "why are we learning this?" to ensure that instruction is relevant. MTI also offers classes in career development, hosts a Career Expo, integrates business partners in program development, interview practice sessions and parent-student presentations regarding academic and career planning.

### Postsecondary Transition

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

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

Students are encouraged to enroll in multiple dual enrollment options that are offered on MTI's campus and on College of Central Florida's campus. Generally 60 or more students enroll in these classes. The percentage of graduates scoring at or above the college-level cut scores on the SAT, ACT, and CPT in 2006 were 100% (other score areas were N/A). In 2011, Florida academic scholars as 6.6% (compared to district 6.9%), Florida Medallion Schools was 18% (compared to district 25%) and Gold Seal Vocation was 2.36% (compared to district 1.24%).

MTI teachers and guidance counselors encourage students to take dual enrollment and honors classes. This includes sharing information on Bright Future and Gold Seal scholarships. During faculty meetings, teachers discuss graduation requirements and where students are in their credits and classes. Students are individually counseled and advised regarding course selection and college requirements.

All juniors and seniors are tracked by there SAT and/or ACT scores along with PERT test scores.



## 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:	MTI had one 10th grade student for the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	We have no 10th grade students taking FCAT Reading this year.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation	Make reading assignments relative with frequent feedback and rewards, Positive Behavior System (PBS).	Isaac Burgess, Michael Fritch, Sue Eatmon and Jennifer Toomey	Analysis of FCAT, FAIR, SRA, Benchmark/ FCA testing and classroom walkthroughs	FCAT, FAIR, SRA, Benchmark/ FCA testing and classroom walkthroughs.
2	Lack of understanding by teachers.	Teachers will be incorporating higher-order questions and consistently and effectively using Text Complexity strategies during instructional sessions.	Isaac Burgess, Michael Fritch, Sue Eatmon.	Use of district wide rubric to evaluate essential questions, classroom walkthroughs and evidence of essential questions.	Rubric, evidence in lesson plans, walkthroughs.
3	Training time	Teachers will be incorporating Common Core Standards.	Isaac Burgess, Michael Fritch, Sue Eatmon and the Common Core Leadership Team.	PLCs to discuss and practice strategies, consistent student use of Learning Focused Strategies.	Evidence in lesson plans, walkthroughs.
4	Lack of student motivation	Make reading assignments relative with frequent feedback and rewards	Pam Roberts, Michael Fritch, Sue Eatmon, Jennifer Davis	Analysis of FCAT, FAIR, SRA, Benchmark/ FCA testing and classroom walkthroughs	FCAT, FAIR, SRA, Benchmark/ FCA testing and classroom walkthroughs.
5	Lack of understanding by teachers.	Teachers will be incorporating higher-order questions and consistently and effectively using Essential Questions during instructional sessions	Pam Roberts, Michael Fritch, Sue Eatmon	Use of district wide rubric to evaluate essential questions, classroom walkthroughs and evidence of essential questions.	Rubric, evidence in lesson plans, walkthroughs.
6	Training time	Teachers will be incorporating Max Thompson's Summarization Strategies and Graphic Organizers	Pam Roberts, Michael Fritch, Sue Eatmon	PLCs to discuss and practice strategies, consistent student use of Graphic Organizers.	Evidence in lesson plans, walkthroughs.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	No students participated in the Florida Alternate Assessment for the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students will be taking the Florida Alternate Assessment this year.	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	MTI has no 10th grade students for the 2011-2012 school year.
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	Students do not select advanced level courses. The number of students scoring at levels 4 and 5 will increase to 50% on retakes. Current Level: 4% (2)	Identify students who should be placed in more rigorous coursework and schedule them into those courses.	Administration, Guidance Counselors, Teachers	Student performance on FCA's, grades and attendance.	State and district end of course assessments, grades, future selection of rigorous courses.
2	Teachers do not have a universal way of determining student reading level.	All students will be assessed for Lexile level.	Administration, Testing Coordinator	Students and teachers will know and understand the significance of Lexile levels.	Pre and Post Lexile assessments
3	Consistent and pervasive instructional strategies, continued use of evidenced based strategies and continued use of research based strategies.	Teachers will unwrap standards to examine, analyze and synthesize the skills that are necessary and that will be tested in areas that students need to be proficient.	Administrators	Grades FCA's Common End of Course Exams State assessments.	Grades FCA's Common End of Course Exams State assessments.
4	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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:		No students participated in the Florida Alternate Assessment during the 2011-2012 school year.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
No students will be taking the Florida Alternate Assessment this school year.		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:		MTI has no 10th grade students taking the FCAT in 2011-2012		
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	Teacher's not being aware of student performance in previous year. 100% of students will make learning gains. 2012 Level: 52% (25)	Provide all teachers with a report of student performance at the beginning of the year.	Administration	Performance on FCA's.	FCAT and end of course exams.
2	Teacher understanding of how to use Performance Matters to see previous student performance.	Provide teachers with training on Performance Matters so they can monitor their students' current progress relative to past performance	Administration, Teachers	Collaborative planning sessions where teachers review and discuss student data from Performance Matters.	FCAT and end of course exams.
3	Train teachers on the aspects of Text Complexity.	Review the aspects of complexity: Uncomplicated, More challenging and Complex.	Administration, teachers.	Observation by administrators, Focus Calendar Assessments.	FCAT, Focus Calendar Assessments, FAIR Assessments
4	Understanding standards and teaching to the standards while striving for student proficiency from all teachers consistently.	Provide professional development time for teachers to really understand their standards.	Administrators, teachers.	FCAT results. Grades End of Course Exams. FCA's	FCAT results. Grades End of Course Exams. FCA's
5	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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	No students participated in the Florida Alternate Assessment for the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students will take the Florida Alternate Assessment this school year.	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	MTI has no 10th grade students taking the FCAT in 2011-2012.
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	Teachers do not know which students are in the bottom 25%. Goal: 85% of the lowest 25% will make learning gains on FCAT 2.0 Reading. 2012 level-77% (43) of the lowest 25% made learning gains in reading.	Provide teachers with a list of all students and have them highlight the bottom 25%.	Administration, Teachers	Focus Calendar Assessments	FCAT and End of Course Exams.
2	Teachers do not know how to use Performance Matters to identify their bottom 25%.	Provide training for all teachers on Performance Matters and show them how to identify their bottom 25% so they can monitor these students progress.	Administration, Teachers	Focus Calendar Assessments	FCAT and End of Course Exams.
3	Train teachers in Common Core	Review the aspects of Common Core and Standards-Based	Administration, teachers.	Observation by administrators, Focus Calendar Assessments.	FCAT, Focus Calendar Assessments, FAIR

		Integrated instruction.			Assessments
4	N/A	N/A	N/A	N/A	N/A

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In a six year period NMHS will reduce the achievement gap by 50%				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	25%	30%	35%	40%	50%	

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:	MTI did not accept any 10th grade students for 2011-2012.
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 reading.  Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase to 15%, those economically disadvantaged students achieving Level 3 or above, through after-school mentoring and extra period for enrichment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (36)	15% (51) and progress will be monitored through Safe Harbour and Growth Model.

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	Continuous Improvement of instructional skills/refining instructional strategies (evidence based & research based) and understand pedagogy of specific content.	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	All administrators	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Grades and FCA's.
2	Ensure that all students are receiving equal access to instruction/coursework/rigor	Utilization of intensive and remediation classes	Curriculum Coordinator and Testing Coordinator	FCAT Scores/Grades/EOC FCA's	FCAT Scores/Grades/EOC FCA's

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core: Reading	11-12	Staff Development	All English and Reading teachers.	Sept. 10 Sept. 26 Nov. 7 Nov. 15	Administrative walkthrough/ formal and informal evaluations	Administrators

Reading Budget:

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

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		100%(2) of students will score proficient in listening/speaking.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
11th Grade: 1 12th Grade: 3					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Ensure that all students are	Ensure that all	Guidance	FCAT	FCAT

1	receiving equal access to instruction/coursework/rigor	students are receiving equal access to instruction/coursework rigor by reviewing roster	Counselor and Curriculum Coordinator	Scores/Grades/EOC FCA's	Scores/Grades/EOC FCA's
2	Teacher Fidelity	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Administration	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Grades/ End-of-course-Exam FCA's State Assessment

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			100%(2)of students will score proficient in reading.		
2012 Current Percent of Students Proficient in reading:					
11th: 1 Tested 0 proficient 12th: 3 Tested 2 proficient					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Continuous Improvement of instructional skills/refining instructional strategies (evidence based & research based) and understand pedagogy of specific content.	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Administration	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Assessments
2	Lack of background knowledge	Use of research-based strategies, such as acceleration and previewing to increase student achievement.	Curriculum Coordinator	Assessments/Classroom grades	Assessments/ Classroom grades

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			100% (2) of students will score proficient in writing.		
2012 Current Percent of Students Proficient in writing:					
11th: 1 Tested 1 proficient 12th: 3 Tested 1 proficient					
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	



	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of rigor in course work	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Administrators	Progress Monitoring	CELLA
2	Student background knowledge/ foundation skills	Utilize research-based strategies, such as, previewing and acceleration.	Curriculum Coordinator	State Assessment/CELLA/ Grades	State Assessment/CELLA/ Grades
3	Consistent and pervasive instructional strategies, continued use of evidence based strategies, continued use of research based strategies	Rigorous coursework to the classes and curriculum/Instruction.	Administration	Progress Monitoring	CELLA

CELLA Budget:

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

End of CELLA Goals

# Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4: 142 (45%) Level 5: 86 (26%)	N/A

### Problem-Solving Process to Increase Student Achievement

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

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

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

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

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	MTI does not offer Algebra I.
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	Lack of student motivation	Make reading assignments relative with frequent feedback and rewards, Positive Behavior System (PBS).	Isaac Burgess, Michael Fritch, Sue Eatmon and Jennifer Toomey	Analysis of FCAT, FAIR, SRA, Benchmark/ FCA testing and classroom walkthroughs	FCAT,FAIR, SRA, Benchmark/ FCA testing and classroom walkthroughs.
2	Lack of understanding by teachers.	Teachers will be incorporating higher-order questions and consistently and effectively using Text Complexity strategies during instructional sessions.	Isaac Burgess, Michael Fritch, Sue Eatmon.	Use of district wide rubric to evaluate essential questions, classroom walkthroughs and evidence of essential questions.	Rubric, evidence in lesson plans, walkthroughs.
3	Training time	Teachers will be incorporating Common Core Standards.	Isaac Burgess, Michael Fritch, Sue Eatmon and the Common Core Leadership Team.	PLCs to discuss and practice strategies, consistent student use of Learning Focused Strategies.	Evidence in lesson plans, walkthroughs.
4	Continuous Improvement of instructional skills/refining instructional strategies (evidence based & research based) and understand pedagogy of specific content	Teachers will unwrap standards to examine/analyze/synthesis the skills that are necessary and that will be tested, where students need to be proficient.	Administration	Performance Matters	End of Course Exams

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	N/A Do not offer Algebra 1
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not select advanced level courses. The number of students scoring at levels 4 and 5 will increase to 50% on retakes. Current Level: 4% (2)	Identify students who should be placed in more rigorous coursework and schedule them into those courses.	Administration, Guidance Counselors, Teachers	Student performance on FCA's, grades and attendance.	State and district end of course assessments, grades, future selection of rigorous courses.
2	Teachers do not have a universal way of determining student reading level.	All students will be assessed for Lexile level.	Administration, Testing Coordinator	Students and teachers will know and understand the significance of Lexile levels.	Pre and Post Lexile assessments
3	Consistent and pervasive instructional strategies, continued use of evidenced based strategies and continued use of research based strategies.	Teachers will unwrap standards to examine, analyze and synthesize the skills that are necessary and that will be tested in areas that students need to be proficient.	Administrators	Grades FCA's Common End of Course Exams State assessments.	Grades FCA's Common End of Course Exams State assessments.

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 # MTI will not offer Algebra due to the fact that we only service 11th and 12th grade students. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	N/A	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	N/A No students taking Algebra 1.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	N/A No students taking Algebra 1.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	N/A No students taking Algebra 1
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	N/A no students taking Algebra 1
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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
No Data Submitted				

*End of Algebra EOC Goals*

## Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	70% (15) of all students will score at or above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (19) Proficient	70% (15) Proficient. Total 22

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation	Make reading assignments relative with frequent feedback and rewards, Positive Behavior System (PBS).	Isaac Burgess, Michael Fritch, Sue Eatmon and Jennifer Toomey	Analysis of FCAT, FAIR, SRA, Benchmark/ FCA testing and classroom walkthroughs	FCAT, FAIR, SRA, Benchmark/ FCA testing and classroom walkthroughs.
2	Lack of understanding by teachers.	Teachers will be incorporating higher-order questions and consistently and effectively using Text Complexity strategies during instructional sessions.	Isaac Burgess, Michael Fritch, Sue Eatmon.	Use of district wide rubric to evaluate essential questions, classroom walkthroughs and evidence of essential questions.	Rubric, evidence in lesson plans, walkthroughs.
3	Training time	Teachers will be incorporating Common Core Standards.	Isaac Burgess, Michael Fritch, Sue Eatmon and the Common Core Leadership Team.	PLCs to discuss and practice strategies, consistent student use of Learning Focused Strategies.	Evidence in lesson plans, walkthroughs.
4	Consistent and pervasive instructional strategies, continued use of evidence based strategies, continued	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program	Administrators	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program	End of Course Exams

use of research based strategies.	effectiveness.		effectiveness.
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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 Geometry. Geometry Goal #2:	10% of all students will score at or above Achievement Level 4 and 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (19)	10% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not select advanced level courses. The number of students scoring at levels 4 and 5 will increase to 50% on retakes. Current Level: 4% (2)	Identify students who should be placed in more rigorous coursework and schedule them into those courses.	Administration, Guidance Counselors, Teachers	Student performance on FCA's, grades and attendance.	State and district end of course assessments, grades, future selection of rigorous courses.
2	Teachers do not have a universal way of determining student reading level.	All students will be assessed for Lexile level.	Administration, Testing Coordinator	Students and teachers will know and understand the significance of Lexile levels.	Pre and Post Lexile assessments
3	Consistent and pervasive instructional strategies, continued use of evidenced based strategies and continued use of research based strategies.	Teachers will unwrap standards to examine, analyze and synthesize the skills that are necessary and that will be tested in areas that students need to be proficient.	Administrators	Grades FCA's Common End of Course Exams State assessments.	Grades FCA's Common End of Course Exams State assessments.

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 # 0% (19) of MTI students did not score proficient in the 11-12 school year. Our goal for Geometry is to have 60% of our students proficient by 2017. 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	15%	30%	45%	60%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	N/A
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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	Consistent and pervasive instructional strategies, continued use of evidence based strategies, continued use of research based strategies.	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Administration	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Grades/ End-of-course-Exam FCA's
2	Understanding standards and teaching to the standards striving for student proficiency from all teachers consistently.	Help teachers understand standards and teaching to the standards striving for student proficiency from all teachers consistently.	Administration	Progress monitoring	Grades/ End-of-course-Exam FCA's State Assessment

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	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	Consistent and pervasive instructional strategies, continued use of evidence based strategies, continued use of research based strategies.	Teachers will unwrap standards to examine/analyze/synthesis the skills that are necessary and that will be tested, where students need to be proficient.	Administration	Grades/ End-of-course-Exam FCA's State Assessment and walkthroughs.	Grades/ End-of-course-Exam FCA's State Assessment
2	Understanding standards and teaching to the standards striving for student proficiency from all teachers consistently.	Progress monitoring through a progress monitoring system called performance matters.	Administration	Grades/ End-of-course-Exam FCA's State Assessment	Grades/ End-of-course-Exam FCA's State Assessment
3	Lack of rigor in course work	Ensure that all students are receiving equal access to instruction and curriculum.	Administration	Grades/ End-of-course-Exam FCA's State Assessment	Grades/ End-of-course-Exam FCA's State Assessment

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



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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Continuous Improvement of instructional skills/refining instructional strategies (evidence based & research based) and understand pedagogy of specific content.	Teachers will unwrap standards to examine/analyze/synthesis the skills that are necessary and that will be tested, where students need to be proficient.	Administration	Grades/ End-of-course-Exam FCA's State Assessment Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Grades/ End-of-course-Exam FCA's State Assessment Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.
2	Consistent and pervasive instructional strategies, continued use of evidence based strategies, continued use of research based strategies.	Continued Professional Development.	Administration	Grades/ End-of-course-Exam FCA's State Assessment Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Grades/ End-of-course-Exam FCA's State Assessment Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.
3	Lack of rigor in course work	Utilization of intensive and remediation classes to strengthen necessary skill needed to excel	Administration	Grades/ End-of-course-Exam FCA's State Assessment	Grades/ End-of-course-Exam, FCA's, State Assessment

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge/basic skills/foundational knowledge.	Utilization of intensive and remediation classes to strengthen necessary skill needed to excel.	Administration	Grades/ End-of-course-Exam FCA's State Assessment	Grades/ End-of-course-Exam FCA's State Assessment
2	Understanding standards and teaching to the standards striving for student proficiency from all teachers consistently.	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Administration	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	End of Course Exam
3	Consistent and pervasive instructional strategies, continued use of evidence based strategies, continued use of research based strategies.	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	Administration	Utilize pre-post analyze and a comparative data analyze to measure the increases and decrease of program effectiveness.	End of Course Exam

*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
Math Common Core Training - Geometry	11th grade/Geometry	Chris Hanes Secondary Math Curriculum Coordinator	Geometry teacher	Sept. 19 Sept.20 Nov. 1 Nov. 14 Dec. 7 8:00-3:30	Follow-up will be provided through administrative walkthroughs/ formal/informal evaluations	Adminstrators

Mathematics Budget:

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

## 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:			No students will participate in the FAA this year.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
No students participated in the FAA.			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 group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

## 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:			Biology is not offered at MTI.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
No students took the Biology EOC.			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					
2	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 group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:			N/A No students taking Biology		
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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards-Based Integrated	11-12	Common Core Leadership Team-Science	Chemistry/Physical Science Instructor	On-going	Classroom walkthroughs	Administration

Science Budget:

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

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	N/A MTI did not accept any 10th grade students in 2012-2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	N/A

### Problem-Solving Process to Increase Student Achievement

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	N/A MTI did not accept any 10th grade students for SY
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Writing Goal #1b:		2012-2013			
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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	11th and 12th grade English	Sandy Wilson - Secondary Curriculum Coordinator	School-wide.	Sept. 6 Sept. 14 Nov. 7 Nov. 15	Follow-up will be provided through administrative walkthroughs/ formal/informal evaluations	Administration

Writing Budget:

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

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	60% of students taking US History will score at achievement level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (48)	60% (64)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation	Make reading assignments relative with frequent feedback and rewards, Positive Behavior System (PBS).	Isaac Burgess, Michael Fritch, Sue Eatmon and Jennifer Toomey	Analysis of FCAT, FAIR, SRA, Benchmark/ FCA testing and classroom walkthroughs	FCAT, FAIR, SRA, Benchmark/ FCA testing and classroom walkthroughs.
2	Lack of understanding by teachers.	Teachers will be incorporating higher-order questions and consistently and effectively using Text Complexity strategies during instructional sessions.	Isaac Burgess, Michael Fritch, Sue Eatmon.	Use of district wide rubric to evaluate essential questions, classroom walkthroughs and evidence of essential questions.	Rubric, evidence in lesson plans, walkthroughs.
3	Training time	Teachers will be incorporating Common Core Standards.	Isaac Burgess, Michael Fritch, Sue Eatmon and the Common Core Leadership Team.	PLCs to discuss and practice strategies, consistent student use of Learning Focused Strategies.	Evidence in lesson plans, walkthroughs.

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

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

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

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

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

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:	Average daily attendance rate at MT1 will increase by 2% during the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:



93% (356)	95% (338)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
21% (81)	17% (65)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
N/A High Schools are reported by class and not days.	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	Student apathy, parental involvement, teacher follow-through.	TeleParent communication, daily messages to parents for each tardy or absence. Letter to parents after 5 unexcused absences.	Keri Bowman, Discipline Office	The following reports will be generated: Average Daily Attendance Rate and weekly tardy queries.	SMS query compared to previous data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Issues that affect attendance-building relationships.  Positive behavior System (PBS)	11-12	PBS Leadership Team	Faculty and Staff	Faculty Friday's every other Friday for 4 hours each day.	Attendance query	Keri Bowman/Dean of Students

Attendance Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:	Reduce the number of out-of-school suspensions by 20% through the use of RTI.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
5% (21)	5% (18)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5% (15)	4% (13)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5% (15)	3% (12)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3% (12)	3% (10)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of educational motivation, student misbehavior, parental involvement and teacher buy-in.	Faculty meetings to discuss students and behaviors; best practices shared with staff; Involve parents sooner.	Keri Bowman and RTI Team	SMS and number of referrals and RTI progress monitoring.	SMS
2	Teacher Fidelity	Rigorous application of the RTI process and utilizing appropriate interventions and	Administration, faculty and staff.	Number of students progressing through the RTI process and number of in-school and out-	SMS queries and email

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
Positive Behavior Support	11th and 12th.	Dean of Students	School-wide	Meetings held third Tuesday of each month.	Tracking of suspension data. Ensure all staff is utilizing PBS Strategies.	Administration

Suspension Budget:

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

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:	
<p>1. Dropout Prevention</p> <p>Dropout Prevention Goal #1:</p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>No records of this for MTI due to students records are returned to their base school. This data is recorded in students base school reports.</p>

2012 Current Dropout Rate:	2013 Expected Dropout Rate:				
N/A	N/A				
2012 Current Graduation Rate:	2013 Expected Graduation Rate:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Dropout Prevention Budget:

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

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Information for parents will be increased with an emphasis on parents being involved. Quarterly parent nights will take place to help parents understand their students' school work and the resources available to them.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
14 parents participated in the School Advisory Council.	13 parents signed up for the 12-13 school year during an orientation held 8/18/11

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent participation in MTI activities.	Increase the number and quality of parental involvement opportunities in school activities.	SAC President and MTI Administration.	Utilize Alert Now phone system to inform parents of opportunities.	SAC minutes and rosters
2	Lack of parental involvement with the school website.	All teachers and administrative staff will update their website regularly and disseminate information via the school newsletter.	Principal and Assistant Principal	Monitor the number of times the website is accessed.	Website
3	Parent Apathy	Announcements home as needed to specific groups or the entire student body through the AlertNOW phone calling system	Administration	More participation from parents with the School Advisory Council.	Reports from Alert Now System.

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

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

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

Parent Involvement Budget:





CTE Budget:

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

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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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 10/23/2012)

## 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
No funding available for this school year.	\$0.00

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

Meetings will be held once every nine week grading period and the SAC, in general, is active in:

- \*Reviewing curriculum
- \*Recommending school improvements
- \*Allocating any available funds
- \*Meeting with all teachers and visiting all academy classrooms
- \*Sponsoring specific events
- \*Supporting Teacher Appreciation Week
- \*Providing support for various school activities
- \*Representing the SAC at MTI at community events and programs
- \*Serving as student and school advocates

## 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