

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: ALTHA PUBLIC SCHOOL

District Name: Calhoun

Principal: Ladona Kelley

SAC Chair: Meagen Henson

Superintendent: Wilson T. McClellan

Date of School Board Approval: Pending

Last Modified on: 11/8/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mrs. LadonaKelley	Education: AA Chipola Junior College BS Elementary Education Florida State University MS Educational Leadership FAMU Certifications/ Endorsements: Primary Education, Elementary Education, Middle Grades Integrated Curriculum, Reading Endorsement, ESOL, Educational Leadership	6	3	2008-2009: Assistant Principal of Altha Public School: Grade A

Assis Principal	Mrs. Stephanie Brogden	Education: AA Chipola Junior College BS Florida State University MS Troy State University Certification/ Endorsements: Educational Leadership University of West Florida	3	3	2008-2009: Guidance Counselor of Blountstown Middle School; Grade A
Assis Principal	Mrs. Sue Price	BS Elementary Ed, BS Elementary Ed Early Childhood, English 6-9, Educational Leadership (all grades)	1	3	Former Calhoun County District Reading Coach 2010-2011, Former Blountstown High School Assistant Principal 2008-2010

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)
Reading	Robin Richards	Bachelors Degree in Elementary Education; Master's Degree in Educational Leadership; Reading Endorsed	1	1	Curriculum Coordinator and Dean of CARE (Alternative Education Placement Center in Calhoun County) from 2006.

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	The district and school will recruit and retain highly qualified reading teachers by advertising for available positions, providing reading endorsement training, providing reading professional development to all teachers, and providing support through reading coaches.	Wilson T. McClellan, Superintendent Vicki Davis, Assistant Superintendent, Kay Tipton Director of Curriculum and Instruction Robin Richards, District Reading Coach	Ongoing	
2	Partnering new teachers with trained, experienced mentors	Principal	Ongoing	
3	Utilize district support to assist with experienced teachers needing further support.	Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
47	4.3%(2)	21.3%(10)	25.5%(12)	46.8%(22)	21.3%(10)	89.4%(42)	19.1%(9)	6.4%(3)	8.5%(4)

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
Jackie Humphreys	John Barfield	Experienced, Trained Mentor. Mr. Barfield spends one period a day in the classroom with Mrs. Humphreys as an inclusion teacher.	Completing a second year of a two year program designed by the district for beginning teachers who did not graduate with a degree in education.
Sue Price	Amber Barth	Experienced, Trained Mentor at the Elementary Level. Knowledge of the writing process.	Completing a program designed by the district for beginning teachers. Introduction and implementation of the common core standards.
Meagan Henson	Nikki Calhoun	Experienced, Trained Mentor at the Middle School Level.	Completing a program designed by the district for beginning teachers who did not graduate with a degree in education.
Stephanie Brogden	Zoe Tatum	Experienced, trained mentor and has experience in the field of guidance and counseling.	Complete a one year program designed by the district for beginning teachers who graduated with a degree in education.

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.

Ladona Kelley, Stephanie Brogden, Zoe Tatum, Sue Price, Charlene Yon, Sue Price, Robin Richards and rotating group of grade level and subject matter teachers.

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 team will meet quarterly to engage in the following activities: Review universal screening data and link it 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 the 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

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 RtI Leadership Team takes an active role in the development and implementation of the SIP. The problem-solving process utilized by the RtI team is essential to both problem identification and implementation of effective solution focused interventions necessary for school improvement. The RtI Leadership Team has identified a variety of concerns across all tiers, which include not only the academic needs but the social/emotional needs of students as well. To address the needs of students at Altha Public School, the RtI Leadership Team has recommended initial intervention strategies which include, but are not limited to, the following: clear expectations for instruction, alignment of processes and procedures, and increased progress monitoring/data analysis. Programs have been identified for use at each tier. Progress monitoring tools have also been identified.

MTSS Implementation

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

Baseline data: FAIR, mini-assessments given from Florida Achieves Website, STAR, Benchmark Assessments and FCAT
Midyear: Florida Assessments for Instruction in Reading (FAIR), mini-assessments given from Florida Achieves Website, Progress Monitoring Data, Benchmark Assessments, STAR
End of Year: FAIR, Calhoun Writes, FCAT, STAR

Describe the plan to train staff on MTSS.

Professional development will be provided to teachers throughout the year. The RtI team will evaluate additional staff professional development needs during team meetings. Professional Development will be provided during teacher planning time. County staff and the school-based RtI Coach or Guidance Counselor will deliver the professional development.

Describe the plan to support MTSS.

District personnel, Robin Richards, will assist to provide school and teachers with the information and tools to support the MTSS/RtI process. Mrs. Sue Price, Assistant Principal at Altha School is also responsible for overseeing the documentation and intervention process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Ladona Kelley, Sue Price, Missy McGill, Mollie Branton, Julia Bentley, Tracy Basford, Gwen Barwick, Erin Walker and Sara Waldorff.

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

The goal of the LLT will be to meet quarterly to discuss areas of concern. The team members will identify items to be discussed from various grade level and special area teachers.

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

The team's main initiative will be to arrange for teachers to partner with other teachers across grade levels and subject

areas on our campus and in other schools in the district. The team will initiate peer classroom observation time allowing teachers to share best classroom practices and model lessons and use of new materials that are a part of the text book series. The team will also monitor and assist with incorporating the technology that is available for any given subject or textbook series. They will also conduct professional development as needed to assist in making the best use of the textbook series. Another priority will be to discuss and implement the common core standards.

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.

Through lesson plan checks, classroom visits and with grade level/ departmental meetings, administration will check to see reading strategies are being incorporated into all subject areas. The reading coach will also visit weekly to conduct classroom visits in both reading and other subject area classes to observe the reading strategies being taught. The district reading coach is also available to model strategies in the classroom as teachers and/or administration sees appropriate. Teachers are encouraged to use and teach vocabulary within their discipline and relate the words to real world experiences.

*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?

In a small school setting, course offerings are limited to core curriculum and focused electives. Where possible, we do offer integrated and applied courses. However, much of the application and integration is infused into the curriculum. There is a school wide effort, across the board, in core and elective classes to help students connect the subject matter to their future. Real world application of lessons taught and connection to careers are just two of the ways teachers help bridge the now and later relevance. There will also be a campus wide emphasis on learning goals and their relativity to real world applications.

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?

Being a Pre-K to 12 school, we have the unique opportunity to begin working with our middle school students. Being on the same campus gives us the means to have our high school guidance counselor begin working with our middle school students on Choices, career exploration and research. This continues into the 8th grade where the focus shifts to making a connection between their high school course selections and their future plans. Throughout high school, students are encouraged to take ownership of their plan of study and to have input throughout the years with opportunities to meet with various counselors. Every year, classes meet to review and update their individual career plans and high school course plans. Having Chipola College, Gulf Coast Community College, Washington-Holmes Technical School close by, allows students information of different programs of studies so they may work toward their specific post secondary goals to be the best prepared possible. Students take the PLAN test in 10th grade, CPT/PERT and ASVAB in the 11th grade and encouraged to take other tests pertinent to their goals. Scores are used to help students select courses that best serve them in meeting their goals.

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](#)

Based on the High School Feedback Report and working closely with Chipola College, reflections are made in our schedule and

curriculum. Both are updated yearly to best serve the population of students in order to best prepare them for transition into post secondary education—whether it be academic or vocational programs. We encourage students to take Honors, Dual Enrollment and even AP courses through teacher guidance and having opportunities for students and parents to meet with guidance for individual planning. Virtual programs are offered as an option to meet the needs of individual students. The guidance counselor tracks graduation requirements and Bright Future Requirements and communicates these to the students so they may take an active role in their own education and working toward future goals. Students are given the PLAN test in 10th grade, PERT and ASVAB in the eleventh grade, and all students are encouraged to take the ACT, SAT, TABE, or FBAT prior to graduation, according to their individual post secondary plans. These scores are reviewed with the students and used to help them reflect on their learning and to plan for future learning. Seniors attend Senior day and Career Day sponsored by Chipola College and also participate in Senior Shadow Day, in an occupation of their choice. Even though students no longer have to choose a major area of interest, we encourage students to begin working toward their career goals and making course selections that are meaningful to their goals. Career guidance is conducted yearly in a group setting using Choices and career curriculum. Seniors are provided opportunities to meet individually with Guidance and other counselors, military recruiters, etc. Parent meetings are held with students in grades 8-12 to inform parents of high school requirements, scholarships and resources available to help their children plan their future. Math for college readiness and English for Florida College Readiness has been implemented for help in the area of math and English. This provides students who struggle in math and reading an opportunity to sharpen their math and reading/writing skills before entering a post secondary institution. Also, our English 3 and 4 teacher is also our dual enrollment ENC 1101 and 1102 instructor. Therefore, a conscious effort is made to prepare our students in the regular and honors English for the rigor of the college courses. Our social science teacher also teaches a dual enrollment World History, therefore, she teaches all courses with the rigor to help prepare all students for success in their post secondary choice. This year we were also able to offer Pre-Calculus and Trigonometry class via poly-com with the instructor housed at Blountstown High School.

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 will increase from 66% to at least 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% of students taking the FCAT scored level 3 or higher.	70% of students taking the FCAT will score a level 3 or above.

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT reading data to target areas of identified strengths and weaknesses.	Teachers, RTI Coach, Guidance Counselors, and Administration	Review FCAT reading data and Dashboard to determine decreased proficiency in strands/clusters.	Benchmark assessments, FAIR, STAR Reading test
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Administer and analyze FAIR 3 times a year for progress monitoring.	Teachers and Administration	Data will be reviewed and classroom strategies will be adapted and modified as needed.	Results of FAIR will be shared with faculty.
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Utilize the curriculum guide for grades K-5.	Teachers, administration	Administration will monitor implementation of Instructional Focus Calendar in classrooms.	Lesson plans and copies of the curriculum guide.
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Students will be placed in appropriate reading classes according to the district reading plan.	Guidance and teachers.	FCAT reading scores and other reading assessment scores from the 2011-2012 school year will be used to help create the master schedule and appropriately place students.	Reading class grades and progress
	Anticipated barriers are low socioeconomic	STAR Reading will be administered three times	Teachers, Administrators	Star Reading assessments will done at	STAR Reading

5	population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	a year to identify each student's reading grade equivalent and to monitor progress.		the first of the school year for increased placement accuracy and needs assessment. It will be used again later in the year to monitor progress.	
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the reading consultant and the district reading coach. The reading consultant and the district reading coach will model lessons in the classroom.	Administration, teachers, reading consultant, reading coach	Teachers and administration will meet with reading consultant and reading coach to evaluate the teachers and review reading assessments.	Reading class grades and progress, as well as reading coach log
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will observe other teachers on campus and at other schools in the district to learn best practices in teaching reading.	Teachers, administration	Improvements will occur in delivery of reading instruction, classroom management, and logistics.	Formal and informal assessments
8	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Reading teacher will partner with science teacher to help improve reading of the science text at the middle school level.	Teachers, administration	The reading teacher and the science teacher will work together to improve comprehension of science text.	Grades and progress in science class
9	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	The use of Lexia Reading will be encouraged at grade levels K-5 and be used as an RtI Intervention for struggling readers.	Administration, teachers, reading coach	Lexia Reading reports will be monitored as well as STAR reading reports to indicated if reading growth has occurred.	Lexia Reading data
10	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers of students in kindergarten through third grades will use Great Leaps for reteaching and remediation with targeted students.	Teachers, administration	Targeted students will be pulled out for individual instruction using Great Leaps.	Great Leaps data

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

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 at a level 4 or 5 will remain at 37% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% of students taking the FCAT scored a level 4 or 5.	At least 37% of students taking the FCAT 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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Incorporate the use of FCAT explorer into the weekly routine of students.	Classroom teacher	FCAT Explorer usage reports	Reports
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT reading data to target areas of identified strengths and weaknesses.	Teachers, RTI Coach, Guidance Counselors, and Administration	Review FCAT reading data and Dashboard to determine decreased proficiency in strands/clusters.	Benchmark assessments, FAIR, STAR Reading
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Administer and analyze FAIR 3 times a year for progress monitoring.	Teachers and Administration	Data will be reviewed and classroom strategies will be adapted and modified as needed.	Results of FAIR will be shared with faculty.
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance	Students will be placed in the appropriate reading class according to the district reading plan.	Teachers and guidance.	FCAT reading scores and other reading assessment scores from the 2009-2010 school year will be used to determine proper placement.	Grades and progress in reading classes

	issues, and lack of student motivation.				
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will observe other teachers on campus and at other schools in the district to learn best practices in teaching reading.	Teachers, administration	Improvements will occur in delivery of reading instruction, classroom management, and logistics.	Formal and informal assessments
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Reading teacher will partner with science teacher to help improve reading of the science text at the middle school level.	Teachers, administration	The reading teacher and the science teacher will work together to improve comprehension of science text.	Grades and progress in science class
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the reading consultant and the district reading coach. The reading consultant and the district reading coach will model lessons in the classroom.	Administration, teachers, reading consultant, district reading coach	Teachers and administration will meet with reading consultant and reading coach to evaluate the teachers and review reading assessments.	Reading class grades and progress, as well as reading coach log
8	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Utilize the curriculum guides set for K-5.	Teachers, administration	Administration will monitor implementation of Instructional Focus Calendar in classrooms.	Lesson plans and copies of the curriculum guide.
9	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Implement Marzano's taxonomy when developing lessons, daily objectives and evaluation of students' learning.	Teachers, administration	Administration will monitor the implementation as evident in lesson plans and walk throughs.	Lesson plans and walk through evaluation tools.
10	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Students who earned a level 4 or 5 on the 2011 FCAT reading will be afforded the opportunity to be placed in a reading group that will be more advanced and challenging in nature.	Administration and guidance.	FAIR and STAR results will be monitored by teacher and Administration.	2012 FCAT 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:

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 in reading will remain at 69% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% of students made learning gains in reading.	The percentage of students making learning gains in reading will be at 69% or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT reading data to target areas of identified strengths and weaknesses.	Teachers, RTI Coach, Guidance Counselors, and Administration	Review FCAT reading data and Dashboard to determine decreased proficiency in strands/clusters.	Benchmark assessments, FAIR, STAR Reading test
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Administer and analyze FAIR 3 times a year for progress monitoring.	Teachers and Administration	Data will be reviewed and classroom strategies will be adapted and modified as needed.	FAIR data will be analyzed and shared with teachers and administrators.
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Utilize the curriculum guides set for K-5.	Teachers, administration	Administration will monitor implementation of Instructional Focus Calendar in classrooms.	Lesson plans and copies of the curriculum guide.
	Anticipated barriers are low socioeconomic population, lack of parental support,	Reading interventions will include small group pull outs implemented through inclusion	RTI Coach, teachers	The RTI team will meet regularly to discuss effectiveness of interventions.	Daily progress as evidenced in reading and/or other core classes

4	effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	teachers (ESE) and partnered regular ed. teachers			
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Students will be placed in appropriate reading class (intensive reading) according to the district's reading plan.	Guidance and teachers	FCAT reading scores and other reading assessment scores from the 2010-2011 school year will be used to determine proper placement.	Grades and progress in reading (intensive reading) classes
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will observe other teachers on campus and at other schools in the district to learn best practices in teaching reading.	Teachers, administration	Improvements will occur in delivery of reading instruction, classroom management, and logistics.	Formal and informal assessments
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Reading teacher will partner with science teacher to help improve reading of the science text at the middle school level.	Teachers, administration	The reading teacher and the science teacher will work together to improve comprehension of science text.	Grades and progress in science class
8	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the reading consultant and the district reading coach. The reading consultant and the district reading coach will model lessons in the classroom.	Administration, teachers, reading consultant, reading coach	Teachers and administration will meet with reading consultant and reading coach to evaluate the teachers and review reading assessments.	Reading class grades and progress, as well as reading coach log
9	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	The use of Lexia Reading will be used in grades K-2 and used and offered as an RTI Intervention.	Administration, teachers, reading coach	Lexia Reading will be used for reading instruction in grades k-2 and will be used to remediate specific reading skills in grades 3-10.	Lexia Reading data
10	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers of students in kindergarten through third grades will use Great Leaps for reteaching and remediation of targeted students.	Teachers, administration	Targeted students will be pulled out for individual instruction using Great Leaps.	Great Leaps data

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

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:	At least 66% of the lowest 25% in the school will make adequate progress on the 2013 reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% students of the lowest 25% made adequate progress on the FCAT reading.	At least 66% of the lowest 25% in the school will make adequate progress on the 2013 reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Identify students in lowest 25% and discuss with teachers if the Rti process should be initiated	Rti Coach	Look at developmental scale score growth on FCAT	FCAT results
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT reading data to determine at risk students and possible weaknesses in the curriculum.	Teachers, RTI Coach, Guidance Counselors, and Administration	Review FCAT reading data and Dashboard to determine decreased proficiency in strands/clusters.	Benchmark assessments, FAIR, STAR Reading test
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Administer and analyze FAIR 3 times a year for progress monitoring.	Teachers and Administration	Data will be reviewed and classroom strategies will be adapted and modified as needed.	FAIR data will be analyzed and shared with teachers and administrators

4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Utilize the curriculum guide for grades K-5.	Teachers, administration	Administration will monitor implementation of Instructional Focus Calendar in classrooms.	Lesson plans and copies of the curriculum guide.
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Reading interventions will include small group differentiated instruction implemented through inclusion teachers (ESE) and partnered regular ed. teachers	RTI Coach, teachers	The RTI team will meet regularly to discuss effectiveness of interventions.	Daily progress as evidenced in reading and/or other core classes
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Students will be placed in appropriate reading class (intensive reading) according to the district's reading plan.	Guidance and teachers	FCAT reading scores and other reading assessment scores from the 2010-2011 school year will be used to determine proper placement.	Grades and progress in reading (intensive reading) classes
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will observe other teachers on campus and at other schools in the district to learn best practices in teaching reading.	Teachers, administration	Improvements will occur in delivery of reading instruction, classroom management, and logistics.	Formal and informal assessments
8	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Reading teacher will partner with science teacher to help improve reading of the science text at the middle school level.	Teachers, administration	The reading teacher and the science teacher will work together to improve comprehension of science text.	Grades and progress in science class
9	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the reading consultant and the district reading coach. The reading consultant and the district reading coach will model lessons in the classroom.	Administration, teachers, reading consultant, reading coach	Teachers and administration will meet with reading consultant and reading coach to evaluate the teachers and review reading assessments.	Reading class grades and progress, as well as reading coach log
10	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	The use of Lexia Reading will be piloted in grades K-2 and used as a supplemental resource in grades 3-10.	Administration, teachers, reading coach	Lexia Reading will be used for reading instruction in grades k-2 and will be used to remediate specific reading skills in grades 3-10	Lexia Reading data
	Anticipated barriers are low socioeconomic population, lack of parental support,	Teachers of targeted students in kindergarten through third grades will use Great Leaps for	Teachers, administration	Targeted students will be pulled out for individual instruction using Great Leaps.	Great Leaps data

11	effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	reteaching and remediation .			
12	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	The computer lab and tutoring services will be available daily before school to work with targeted group of students on identified areas of reading weakness.	Paraprofessional for lab and ESE teacher for tutoring.	Targeted students will be monitored through CCC reports, lab sign in sheets and Lexia reports	Star Test reports

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # By the end of the 2016-2017 school year, 82% of students will be reading on grade level or above.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		68	72	75	78	

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:	All Subgroups made satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All Subgroups made satisfactory progress.	All Subgroups made satisfactory progress.

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT reading data.	Teachers, RTI Coach, Guidance Counselors, and Administration	Review FCAT reading data and Dashboard to determine decreased proficiency in strands/clusters.	Benchmark assessments, FAIR, STAR Reading test
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of	Administer and analyze FAIR 3 times a year for progress monitoring.	Teachers and Administration	Data will be reviewed and classroom strategies will be adapted and modified as needed.	Results of FAIR will be shared with faculty.

	student motivation.				
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Students will be placed in appropriate reading classes according to the district reading plan.	Guidance and teachers.	FCAT reading scores and other reading assessment scores from the 2010-2011 school year will be used to help create the master schedule and appropriately place students.	Reading class grades and progress
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Reading interventions will include small group differentiated instruction will be implemented through inclusion teachers (ESE) and partnered regular ed. teachers	RTI Coach, teachers	The RTI team will meet regularly to discuss effectiveness of interventions.	Daily progress as evidenced in reading and/or other core classes
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation. .	Teachers will observe other teachers on campus and at other schools in the district to learn best practices in teaching reading	Teachers, administration	Improvements will occur in delivery of reading instruction, classroom management, and logistics.	Formal and informal assessments
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Reading teacher will partner with science teacher to help improve reading of the science text at the middle school level.	Teachers, administration	The reading teacher and the science teacher will work together to improve comprehension of science text.	Grades and progress in science class
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the reading consultant and the district reading coach. The reading consultant and the district reading coach will model lessons in the classroom.	Administration, teachers, reading consultant, reading coach	Teachers and administration will meet with reading consultant and reading coach to evaluate the teachers and review reading assessments.	Reading class grades and progress, as well as reading coach log
8	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	The use of Lexia Reading will be used in grades K-2 and used as a supplemental resource in grades 3-10.	Administration, teachers, reading coach	Lexia Reading will be used for reading instruction in grades k-2 and will be used to remediate specific reading skills in grades 3-10	Lexia Reading data
9	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers of targeted students in kindergarten through third grades will use Great Leaps for reteaching and remediation.	Teachers, administration	Targeted students will be pulled out for individual instruction using Great Leaps.	Great Leaps data

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

of improvement for the following subgroup:

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:		At least 47% of students with disabilities will make a level 3 or higher or show enough improvement to satisfy safe harbor requirements.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38% of students with disabilities made a level 3 or higher.		At least 47% of students with disabilities will make a level 3 or higher or show enough improvement to satisfy safe harbor requirements.			

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Use of inclusion teachers	M Henson - lead inclusion teacher	Improved scale score on FCAT	FCAT results
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT reading data to determine at risk students and possible weaknesses in the curriculum.	Teachers, RTI Coach, Guidance Counselors, and Administration	Review FCAT reading data and Dashboard to determine decreased proficiency in strands/clusters.	Benchmark assessments, FAIR, STAR Reading test
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading	Administer and analyze FAIR 3 times a year for progress monitoring.	Teachers and Administration	Data will be reviewed and classroom strategies will be adapted and modified as needed.	FAIR data will be analyzed and shared with teachers and administrators

	weaknesses, attendance issues, and lack of student motivation.				
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Utilize the curriculum guides for K-5	Teachers, administration	Administration will monitor implementation of Instructional Focus Calendar in classrooms.	Lesson plans and copies of the Curriculum guides.
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Reading interventions will include small group differentiated instruction implemented through inclusion teachers (ESE) and partnered regular ed. teachers	RTI Coach, teachers	The RTI team will meet regularly to discuss effectiveness of interventions.	Daily progress as evidenced in reading and/or other core classes
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will observe other teachers on campus and at other schools in the district to learn best practices in teaching reading.	Teachers, administration	Improvements will occur in delivery of reading instruction, classroom management, and logistics.	Formal and informal assessments
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Reading teacher will partner with science teacher to help improve reading of the science text at the middle school level.	Teachers, administration	The reading teacher and the science teacher will work together to improve comprehension of science text.	Grades and progress in science class
8	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the reading consultant and the district reading coach. The reading consultant and the district reading coach will model lessons in the classroom.	Administration, teachers, reading consultant, reading coach	Teachers and administration will meet with reading consultant and reading coach to evaluate the teachers and review reading assessments.	Reading class grades and progress, as well as reading coach log
9	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	The use of Lexia Reading will be used in grades K-2 and used as a supplemental resource in grades 3-10.	Administration, teachers, reading coach	Lexia Reading will be used for reading instruction in grades k-2 and will be used to remediate specific reading skills in grades 3-10	Lexia Reading data
10	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers of targeted students in kindergarten through third grades will use Great Leaps for reteaching and remediation.	Teachers, administration	Targeted students will be pulled out for individual instruction using Great Leaps.	Great Leaps data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	At least 86% of economically disadvantaged students will make a level 3 or higher or show enough improvement to satisfy safe harbor requirements.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% of economically disadvantaged students made a level 3 or higher.	At least 86% of economically disadvantaged students will make a level 3 or higher or show enough improvement to satisfy safe harbor requirements.

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Encourage target group to participate in before school tutoring and CCC lab.	K Dew	Increased FCAT scores	FCAT results
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT reading data.	Teachers, RTI Coach, Guidance Counselors, and Administration	Review FCAT reading data and Dashboard to determine decreased proficiency in strands/clusters.	Benchmark assessments, FAIR, STAR Reading test
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Administer and analyze FAIR 3 times a year for progress monitoring.	Teachers and Administration	Data will be reviewed and classroom strategies will be adapted and modified as needed.	FAIR data will be analyzed and shared with teachers and administrators
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Utilize the Curriculum Guides for K-5	Teachers, administration	Administration will monitor implementation of Instructional Focus Calendar in classrooms.	Lesson plans and copies of the Curriculum Guides
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Reading interventions will include small group differentiated instruction implemented through inclusion teachers (ESE) and partnered regular ed. teachers.	RTI Coach, teachers	The RTI team will meet regularly to discuss effectiveness of interventions.	Daily progress as evidenced in reading and/or other core classes
	Anticipated barriers are low socioeconomic	Students will be placed in appropriate reading class	Guidance and teachers	FCAT reading scores and other reading assessment	Grades and progress in reading

6	population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	(intensive reading) according to the district's reading plan.		scores from the 2010-2011 school year will be used to determine proper placement.	(intensive reading) classes
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation. . Teachers will observe other	Teachers will observe other teachers on campus and at other schools in the district to learn best practices in teaching reading	Teachers, administration	Improvements will occur in delivery of reading instruction, classroom management, and logistics.	Formal and informal assessments
8	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Reading teacher will partner with science teacher to help improve reading of the science text at the middle school level.	Teachers, administration	The reading teacher and the science teacher will work together to improve comprehension of science text.	Grades and progress in science class
9	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the reading consultant and the district reading coach. The reading consultant and the district reading coach will model lessons in the classroom.	Administration, teachers, reading consultant, reading coach	Teachers and administration will meet with reading consultant and reading coach to evaluate the teachers and review reading assessments.	Reading class grades and progress, as well as reading coach log
10	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	The use of Lexia Reading will be used in grades K-2 and used as a supplemental resource in grades 3-10.	Administraion, teachers, reading coach	Lexia Reading will be used for reading instruction in grades k-2 and will be used to remediate specific reading skills in grades 3-10	Lexia Reading data
11	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Teachers of targeted students in kindergarten through third grades will use Great Leaps for reteaching and remediation.	Teachers, administration	Targeted students will be pulled out for individual instruction using Great Leaps.	Great Leaps data
12	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading weaknesses, attendance issues, and lack of student motivation.	Explore the possibility of offering free after school FCAT tutoring to students on free and reduced lunch.	Teachers, administrators	Targeted students' FCAT scores will improve, as well as regular classroom assessment scores.	FCAT, classroom assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	All	Dr. Oropallo	teachers of reading, science and technical areas	early release days, scheduled days throughout the year	Administration to watch teachers teach an exemplar lesson	Sue Price

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Modeling and coaching by reading consultant	Dr. Cathy Oropallo	Title II Funds	\$6,103.00
			Subtotal: \$6,103.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,103.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	
CELLA Goal #1:	
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:

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

End of CELLA Goals

Elementary 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 number of students not earning at least a 3 on the 2013 FCAT mathematics test will decrease by at least 5% when looking at the Performance Matters Data System. 2012 data: 40% Anticipated 2013 data: 35%
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the data system performance matters there were 20 out of 106 (19%) students who scored a level 3 on the 2012 FCAT Mathematics test. 42 out of 106 (40%) students scored less than a level 3 on the 2012 FCAT mathematics test.	There will be at least a 2% decrease in the number of students scoring less than level 3 on 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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Administer math benchmark assessments 3 times a year.	Teachers, Principal, Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule and utilizing data to make instructional decisions	Benchmark Assessment Data that shows areas in need of improvement.
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Implement the use of materials and resources from the math series.	Teachers, Principal, Assistant Principal	Principal and Assistant Principal will do classroom walkthroughs focusing on the frequency of the use of math materials and resources from the math series.	Weekly math assessments will determine effectiveness.
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the math consultant that addresses data analysis, curriculum alignment, and implementation of the math standards.	Principal, Assistant Principal, Math Consultant	Principal will meet with math consultant to evaluate the teachers and review math assessments.	Math Benchmark Assessments, Math Consultant
	Anticipated barriers are low socioeconomic population, lack of parental support,	Participate in science inservice conducted by district consultant.	District personnel and school administration	Through walk-throughs, lesson plan books and progress monitoring results	FCAT scores

5	effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.			
6				

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:	There will be at least 44% of students in grades 3-5 earning a score of level 4 or higher on the 2013 FCAT Mathematics test when looking at the Performance Matters Data System.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were 44 out of 106 students (42%) who scored at least a level 4 on the 2012 Mathematics FCAT test.	There will be at least 44% of students earning a score of level 4 or higher on 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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Incorporate the use of FCAT explorer into the weekly routine of students.	Classroom teacher	FCAT Explorer usage reports	Reports
	Anticipated barriers are low socioeconomic population, lack of	Implement the use of materials and resources from the math series.	Classroom teachers	Progress Monitoring tests and report card grades.	Results from tests.

2	parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.			
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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:

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:	At least 55% of students in grades 4-5 will make learning gains on the 2013 FCAT Mathematics test as by looking at the data on the Performance Matters system.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to performance matters data system, 33 out of 65 students (51%) made learning gains on the 2012 FCAT Mathematics test.	At least 55% of students in grades 4-5 will make learning gains on the 2013 FCAT Mathematics test as by looking at the data on the Performance Matters system.

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	At least 50% of the bottom 25% of students in the 4th and 5th grades will make learning gains on the 2013 FCAT Mathematics test according to Performance Matters Data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6 out of 18 (33%) students in the bottom 25% in 4th and 5th grades made learning gains on the 2012 FCAT Mathematics test.	At least 50% of the bottom 25% of students in the 4th and 5th grades will make learning gains on the 2013 FCAT Mathematics test according to Performance Matters Data.

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Identify students in lowest 25% and discuss with teachers if the Rti process should be initiated	Rti Coach	Look at developmental scale score growth on FCAT	FCAT results

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%.	Elementary School Mathematics Goal #					
	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black,	
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Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:				
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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:				
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:					
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	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Use of inclusion teachers	M Henson - lead inclusion teacher	Improved scale score on FCAT	FCAT 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Encourage target group to participate in before school tutoring and CCC lab.	K Dew	Increased FCAT scores	FCAT results

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	There will be at least a 5% decrease in the number of students in grades 6-8 earning a score less than a level 3 on the 2013 FCAT Mathematics test when looking at data from Performance Matters. 2012 data: 46% Anticipated data: 41%
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to Performance Matters 40 out of 125 (32%) students earned a score of level 3 on the 2012 FCAT Mathematics test. 57 out of 125 (46%) earned a score less than level 3.	There will be at least a 5% decrease in the number of students in grades 6-8 earning a score less than a level 3 on the 2013 FCAT Mathematics test when looking at data from Performance Matters.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Administer math benchmark assessments 3 times a year.	Teachers, Principal, Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule and utilizing data to make instructional decisions	Benchmark Assessment Data that shows areas in need of improvement.
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the math consultant that addresses data analysis, curriculum alignment, and implementation of the math standards.	Principal, Assistant Principal, Math Consultant	Principal will meet with math consultant to evaluate the teachers and review math assessments.	Math Benchmark Assessments, Math Consultant

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:	There will be at least 25% of the students in grades 6-8 who earn a score of level 4 or higher on the 2013 FCAT mathematics test according to data from Performance Matters. 2012 data: 23% Anticipated data: 25% or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:

According to Performance Matters Data there were 29 out of 125 students (23%) who scored a level 4 or higher on the 2012 FCAT Mathematics test.

There will be at least 25% of the students in grades 6-8 who earn a score of level 4 or higher on the 2013 FCAT mathematics test according to data from Performance Matters.

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Incorporate the use of FCAT explorer into the weekly routine of students.	Classroom teacher	FCAT Explorer usage reports	Reports
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Implement the use of materials and resources from the math series.	Classroom teachers	Progress Monitoring tests and report card grades.	Results from 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:

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:

There will be at least 65% of students in grades 6-8 who make learning gains on the 2013 FCAT Mathematics test according to data from Performance Matters system.

2012 Current Level of Performance:

2013 Expected Level of Performance:

According to Performance Matters data system there were 79 out of 125 (63%) of students in grades 6-8 who made learning gains on the 2012 FCAT Mathematics test.

There will be at least 65% of students in grades 6-8 who make learning gains on the 2013 FCAT Mathematics test according to data from Performance Matters system.

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:

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 bottom 25% in grades 6-8 who make learning gains on the 2013 FCAT Mathematics test will remain at 67% or higher according to data from Performance Matters.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were 20 out of 30 students (67%) in the bottom 25% in grades 6-8 who made learning gains on the 2012 FCAT Mathematics test according to data from Performance Matters.	The percentage of students in the bottom 25% in grades 6-8 who make learning gains on the 2013 FCAT Mathematics test will remain at 67% or higher according to data from Performance Matters.

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students'	Identify students in lowest 25% and discuss with teachers if the RtI process should be initiated	RtI Coach	Look at developmental scale score growth on FCAT	FCAT results

specific math weaknesses, attendance issues, and lack of student motivation.

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 #

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.

Mathematics Goal #5B:

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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

Mathematics Goal #5C:

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Use of inclusion teachers	M Henson - lead inclusion teacher	Improved scale score on FCAT	FCAT 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Encourage target group to participate in before school tutoring and CCC lab.	K Dew	Increased FCAT scores	FCAT results

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

High School Mathematics AMO Goals

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%.		Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	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"/>	<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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to I ncrease 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
<input type="text"/>	<input type="text"/>

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Use of inclusion teachers	M Henson - lead inclusion teacher	Improved scale score on FCAT	FCAT 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
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	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Encourage target group to participate in before school tutoring and CCC lab.	K Dew	Increased FCAT scores	FCAT results

End of High School Mathematics Goals

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:	There will be at least a 20% decrease in the number of students who earned a score less than a level 3 on the 2013 Alg I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were 26 out of 50 students who earned a score less than a level 3 on the 2012 Alg I EOC. There were 19 out of 50 (38%) students who earned a level 3 on the 2012 Alg I EOC.	There will be at least a 20% decrease in the number of students who earned a score less than a level 3 on the 2013 Alg I 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
1	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Administer math benchmark assessments 3 times a year.	Teachers, Principal, Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule and utilizing data to make instructional decisions	Benchmark Assessment Data that shows areas in need of improvement.
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student	Teachers will attend workshops conducted by the math consultant that addresses data analysis, curriculum alignment, and implementation of the math standards.	Principal, Assistant Principal, Math Consultant	Principal will meet with math consultant to evaluate the teachers and review math assessments.	Math Benchmark Assessments, Math Consultant

motivation.

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:

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Incorporate the use of FCAT explorer into the weekly routine of students.	Classroom teacher	FCAT Explorer usage reports	Reports
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Implement the use of materials and resources from the math series.	Classroom teachers	Progress Monitoring tests and report card grades.	Results from tests.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Administer math benchmark assessments 3 times a year.	Teachers, Principal, Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule and utilizing data to make instructional decisions	Benchmark Assessment Data that shows areas in need of improvement.
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the math consultant that addresses data analysis, curriculum alignment, and implementation of the math standards.	Principal, Assistant Principal, Math Consultant	Principal will meet with math consultant to evaluate the teachers and review math assessments.	Math Benchmark Assessments, Math Consultant

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Incorporate the use of FCAT explorer into the weekly routine of students.	Classroom teacher	FCAT Explorer usage reports	Reports
	Anticipated barriers are	Implement the use of materials and resources	Classroom teachers	Progress Monitoring tests and report card	Results from tests.

2	low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	from the math series.		grades.	
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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
EOC exams and curriculum alignment	All	Consultant Linda Walker	math teachers	one time per 9 weeks	classroom observations, tests turned in, FCAT/EOC results	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Modeling and coaching by math consultant	Mrs. Linda Walker	Title II funds	\$5,500.00
			Subtotal: \$5,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,500.00

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:		There will be at least a 10% decrease in the number of students earning a score of less than level 3 on the 2013 FCAT Science test. 2012 data: 43% Anticipated data: <33%		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
34 out of 86 students (28%) of students earned a score of level 3 on the 2012 FCAT Science test. 37 out of 86 (43%) students earned a score less than a level 3 on the 2012 FCAT Science test.		There will be at least a 10% decrease in the number of students earning a score of less than level 3 on the 2013 FCAT Science test. 2012 data: 43% Anticipated data: <33%		
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:				
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 at least a 3% increase in the number of students who earn a level 4 or higher on the 2013 FCAT science test. 2012 data: 17% Anticipated data: 20%		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
15 out of 86 (17%) students earned a score of level 4 or higher on the 2012 FCAT science test.		There will be at least a 3% increase in the number of students who earn a level 4 or higher on the 2013 FCAT science test. 2012 data: 17% Anticipated data: 20%		
Problem-Solving Process to Increase Student Achievement				

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

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

Florida Alternate Assessment High School Science Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

2012 Current Level of Performance: 2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology.
 Biology Goal #1:

2012 Current Level of Performance: 2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Participate in science inservice conducted by district consultant.	District personnel and school administration	Through walk-throughs, lesson plan books and progress monitoring results	FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.				
Biology 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
Scheduled meetings and workshops with science consultant	5-10 science	Dr. Donna Spzyrka	science teachers	early release days, summer dates, one time per quarter	Progress monitoring tests, FCAT scores	administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
modeling and coach by science consultant	Dr. Donna Spzyrka	Title II funds	\$5,550.00
			Subtotal: \$5,550.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,550.00

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:	At least 80% of students will score a 3.5 or above on the 2013 FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% of students scored a level 3.5 or higher on the 2012 FCAT writing.	At least 80% of students will score a 3.5 or above on the 2013 FCAT Writes.

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT writing data to determine at risk students and weaknesses in the curriculum.	Teachers, RTI Coach, Guidance Counselors, and Administration	Review FCAT writing data to ensure at risk students have been identified and weaknesses in the curriculum have been found.	FCAT writing data
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	Teachers will follow the curriculum map for writing that was developed by the district.	Teachers, administration	Teachers will keep writing portfolios as evidence of mastery and completion.	Portfolios
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	Calhoun Writes will be administered three times a year.	Teachers, Administration	The Calhoun Writes results will be reviewed after each test session and teachers will adapt instruction accordingly.	Calhoun Writes
	Anticipated barriers are low socioeconomic population, lack of parental support,	Teachers will attend workshops conducted by the writing consultant and the	Administration, teachers, Writing Consultant	Teachers and administration will meet with writing consultant to evaluate the	Formal and informal assessments

4	effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	writing consultant will model lessons in the classroom.		teachers and review writing assessments	
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	Teachers will observe other teachers on campus and at other schools in the district to learn best practices in writing.	Teachers, administration	Improvements will occur in delivery of writing instruction, classroom management, and logistics.	Formal and informal assessments
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	the 10th grade language arts teacher will partner with the 8th grade teacher in teaching writing. The Assistant Principal, Sue Price, will partner with the 4th grade teacher in teaching writing.	Teachers, administration	The high school teacher will model lessons, demonstrate grading of writing, and help with other aspects of teaching writing in the the 8th grade classroom.	Calhoun Writes, daily assignments

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:	There will be an increase of at least 10% of the number of students earning a score of level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35 out of 117 students (30%) earned a 4.0 or higher on the 2012 FCAT Writing test.	There will be an increase of at least 10% of the number of students earning a score of level 4 or higher.

Problem-Solving Process to Increase Student Achievement

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

Writing Budget:

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

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:				
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. 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
No Data Submitted						

Civics Budget:

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

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

End of Civics Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The average daily attendance rate for the 2012-2013school year will increase from 93.92% to 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance rate for the 2011-2012 school year was 93.92%.	The average daily attendance rate for the 2012-2013 school year will be 95%.

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
There were students with 10 or more absences during the 2011-2012 school year.	There will be at least a 5% decrease in the number of students in grades K-12 with 10 or more absences during the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
There were ?? MS and HS students with 10 or more tardies during the 2011-2012 school year.	There will be at least an 8% decrease in the number of MS and HS students with 10 or more absences.

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	Excessive amount of students 18 and living on their own.	Making personal contacts when students reach 3 days of absences per 9 weeks rather than automated telephone call. Use of attendance contracts.	Data Entry and AP	Compare the number of absences and tardies from 2010-2011 to the number of absences and tardies from 2011-2012.	Data entry reports
2	Some of the anticipated barriers include illness, reliability of parents to make sure that the student attends school, parents taking students on vacation during the school year and students skipping school.	The possibility of rewarding high school students for attendance will be explored.	Administration, data entry, teachers	Attendance data will show improved attendance after reward system is put into place.	Data entry reports
3	Some of the anticipated barriers include illness, reliability of parents to make sure that the student attends school, parents taking students on vacation during the school year and students skipping school.	Parents will be called using ConnectEd when needed to inform them of things like cancelled ball games, cancelled school day because of bad weather, meeting dates and times, lunch debt, absences, as well as many other things.	Administration, coaches, teachers, staff	The information shared through ConnectEd will initiate the needed response.	Parent response
4	Some of the anticipated barriers include illness, reliability of parents to make sure that the student attends school, parents taking students on vacation during the school year and students skipping school.	Students with perfect attendance at the end of each grading period and at the end of the school year will be honored.	Data entry, teachers, administration	Students will be honored for their attendance and will be made aware of the importance of good attendance.	Data entry attendance reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	There will be at least a 5% decrease in the number of students sent to ISS during the 2011-2012 school year when compared to the number of students sent to ISS during the 2010-2011 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were 93 in school suspensions during the 2010-2012 school year.	There will be 88 or less records of ISS.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 55 students suspended for ISS during the 2011-2012 school year.	There will be 52 or fewer students sent to ISS.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

There were 16 OSS suspensions for the 2011-2012 school year.	There will be 15 or fewer incidents of OSS.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
There were 16 students suspended for OSS during the 2011-2012 school year.	There will be 15 or fewer students sent to OSS.				
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 parental involvement.	Host parent nights for students in grades 6-12.	Guidance/Administration.	Compare the 2009-2010 suspensions to the 2010-2011 suspensions.	Data Entry reports
2	The anticipated barriers include lack of parental involvement, lack of social problem solving skills, lack of respect for rules and procedures, and social acceptance of bad behavior.	Students who are referral free at the end of the grading period will be treated with a referral free party, an activity period or some other type of incentive	Rtl Coach, Administration	Compare the number of referrals each grading period to the one before and the grading period the previous year.	NWR reports
3	The anticipated barriers include lack of parental involvement, lack of social problem solving skills, lack of respect for rules and procedures, and social acceptance of bad behavior.	Use students in the leadership class to act as a peer mentors for identified students in need of a behavior intervention.	Administration and guidance	Compare the number of office referrals for the targeted group of students from last school year to the present school year.	NWR reports

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

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

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

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>	There will be at least a .1% decrease in the number of students dropping out of school during the 2010-2011 school year when compared to the 2009-2010 school year.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
There is no data available for the 2010-2011 school year. The dropout rate for the 2009-2010 school year was 2.7%	The dropout rate for the 2010-2011 school year (which has already passed) will be 2.2% or less.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
There is no data available for the 2010-2011 school year. The graduation rate for the 2009-2010 school year was 85%	The graduation rate for the 2010-2011 school year will be 86% or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barriers include students wanting to work to earn an income, teenage pregnancy, and lack of parental involvement.	The guidance counselor along with each high school student will develop a career plan.	Career specialist, administration, guidance counselors	The high school guidance counselor will provide follow-up data showing students chosen path after high school.	Guidance Counselor's notes and reports.
2	The anticipated barriers include students wanting to work to earn an income, teenage pregnancy, and lack of parental involvement.	Continue to offer the alternative setting (CARE) for students who cannot remain in the regular classroom setting.	Superintendent, assistant superintendent	Review records showing number of students enrolled in CARE that graduated verses those that dropped out.	Record of students enrolled in CARE.
	The anticipated barriers	Continue the Teenage	Teen parent	Review records to see	Record of the

3	include students wanting to work to earn an income, teenage pregnancy, and lack of parental involvement.	parenting program.	coordinator and the assistant superintendent	how many students enrolled in the Teenage Parenting program, graduate rather than dropout.	students enrolled in Teenage Parenting program.
4	The anticipated barriers include students wanting to work to earn an income, teenage pregnancy, and lack of parental involvement.	Continue the DCT program in which students earn credits for successfully keeping a job (in partnership with Blountstown High School).	DCT teacher at Blountstown High School, administration at both schools	Review records to see how many students enrolled in DCT classes graduate rather than dropout.	Data entry records
5	The anticipated barriers include students wanting to work to earn an income, teenage pregnancy, and lack of parental involvement.	Counseling services will continue to be made available through the district office.	Assistant Superintendent, guidance counselor	Counseling services will help students make wise choices for a more secure future.	Record of students taking advantage of counseling services

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

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

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

Dropout Prevention Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	There will be at least 3 activities scheduled during the year for parents to be able to speak to teachers and find out the progress of their child (per grade level)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
This is a new goal - no baseline.	Parents will attend the scheduled events.

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	Anticipated barriers are low socioeconomic population, lack of parent motivation because of work schedules, and inability to schedule activities at times that are most convenient for parents.	Host an open house at night during the week before school starts so that parents and students can get schedules and meet teachers.	Administration, guidance counselors, teachers	Parents and students will sign-in with each teacher they meet with during the course of open house.	Sign-in sheets
2	Anticipated barriers are low socioeconomic population, lack of parent motivation because of work schedules, and inability to schedule activities at times that are most convenient for parents.	FOOCUS account information will be sent home with a letter explaining how FOCUS will be used by teachers, parents, and students.	Administration, guidance counselors, teachers	FOCUS data will show that parents have activated FOCUS accounts.	FOCUS data
3	Anticipated barriers are low socioeconomic population, lack of parent motivation because of work schedules, and inability to schedule activities at times that are most convenient for parents.	Parents will be called using ConnectEd when needed to inform them of things like cancelled ball games, cancelled school day because of bad weather, meeting dates and times, lunch debt, absences, as well as many other things.	Administration, coaches, teachers, staff	The information shared through ConnectEd will initiate the needed response.	Parent response
4	Anticipated barriers are low socioeconomic population, lack of parent motivation because of work schedules, and inability to schedule activities at times that are most convenient for parents.	The school web page will continue to be updated.	Mass Media teachers and students, administration	Mass Media teachers will monitor the web page making sure dates are current and information is accurate.	Accurate web page
5	Anticipated barriers are low socioeconomic population, lack of parent motivation because of work schedules, and inability	Altha School will continue to recruit volunteers who are willing to serve the school in a variety of ways.	Teachers, administration, staff	A log of volunteers and the hours they serve will be kept.	Volunteer log

	to schedule activities at times that are most convenient for parents.				
6	Anticipated barriers are low socioeconomic population, lack of parent motivation because of work schedules, and inability to schedule activities at times that are most convenient for parents.	The Mass Media classes will continue to produce a yearbook.	Mass Media teachers, students, administration	Parents and students will be made aware of clubs, activities, and yearly events through the purchase of yearbooks.	Number of yearbooks sold
7	Anticipated barriers are low socioeconomic population, lack of parent motivation because of work schedules, and inability to schedule activities at times that are most convenient for parents.	The Mass Media classes will keep the public informed of news and events through the use of local radio and newspapers.	Mass Media teachers, club sponsors, coaches, administrators	Parents can be informed of activities, events, ball game scores, honor assemblies and honorees, as well as many other things through the local radio station and local newspapers.	Accurate and adequate coverage on radio and in newspaper

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:		At least 50% of high school students will be enrolled in a level 3 course as reported by the STEM report (an average from both FTE counts will be used).			
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		Create a STEM group of students to get others motivated and interested in science.	Mrs. Sarah K Waldorff	NWR reports to measure % enrolled in a level 3 course	Report

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:		There will be at least 10 students who earn their industry certification this school 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
No Data Submitted				

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Modeling and coaching by reading consultant	Dr. Cathy Oropallo	Tittle II Funds	\$6,103.00
Mathematics	Modeling and coaching by math consultant	Mrs. Linda Walker	Title II funds	\$5,500.00
Science	modeling and coach by science consultant	Dr. Donna Spzyrka	Title II funds	\$5,550.00
				Subtotal: \$17,153.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$17,153.00

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

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
Student incentives	\$500.00

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

Approve and monitor the School Improvement Plan, participate in upcoming SACS review, assist with student incentives, and discuss and recommend changes as the need arises.

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

Calhoun School District ALTHA PUBLIC SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	75%	75%	43%	266	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	64%			124	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	58% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					500	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Calhoun School District ALTHA PUBLIC SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	77%	77%	39%	267	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	62%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	55% (YES)			103	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					491	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested