FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DALE CASSENS EDUCATIONAL COMPLEX

District Name: St. Lucie

Principal: ELLEN HARDEN

SAC Chair: Pete Miserocchi

Superintendent: MICHAEL LANNON

Date of School Board Approval: October 9, 2012

Last Modified on: 10/7/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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	Ellen Harden	MAED Educational Leadership BS Chemistry/Education	8	7	No School Grades – School Rating 2011 Declining AYP Record: 04-05 No, 80% 05-06 No, 74% 06-07 No, 74% 07-08 No, 79% 08-09 No, 92% 09-10 No, 72% 10-11 No, 67% 11-12 No AYP Data Posted Reading: NA Math: 10th grade 30% scored Level 3+ Mean Score 285 Science: 8th 6% Mean Score 236 and 11th 10% Mean Score 261 Writing: 8th 61% scored 4.0+, 10th 24% scored 4.0 +
Assis Principal	Dawna Guiel				New Administrator as of 9/4/12

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 Shared Coach with Delaware Avenue School and Magnet School of the Arts.	Lakeitha Jackson	B.S./Elementary Education, Reading Endorsed	3	3	Alternative Education Rating: Declining in Reading and Math.

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	Teacher Mentors	Team Leaders in grade houses and Teacher Instructional Curriculum Coaches.	On-going through June 2013	
2	Administrator Mentors	Behavior Analyst, Deans, Guidance Counselor, Principal and AP	On-going through June 2013	
3	Academic Coaching	Literacy Coach, District Program Specialist and Curriculum Team Leaders	On-going through June 2013	
4	Regular meetings with all new to the school staff with the Principal	Principal	Monthly August - June 2013	
5	Supported Mentor Meetings	District Mentor Coordinator, AP, Principal, Mentors, Mentees, Coaches	Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher.	

			• Complete and document target skills/activities on log.	

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
28	10.7%(3)	17.9%(5)	46.4%(13)	25.0%(7)	42.9%(12)	0.0%(0)	21.4%(6)	0.0%(0)	7.1%(2)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kathleen Perona, Math Christine Niemerg, School	John David Coy	Kathleen Perona was a HQ Math Teacher, now Dean. She has 22 years of experience and has proven scores on Algebra I EOC and with classroom management. Christine Niemerg has 18 years of teaching experience and is the Team Leader for Middle School.	Meet weekly for curriculum assistance and as needed to help with instruction, classroom management, provide substitutes for both teachers so that classroom visitations can take place. Provide support in instruction strategies and finding materials/resources, gradebook, attendance, etc. Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint

			Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Kathleen Perona, Math Cheryl Ellison, School	Deanna Cameron	Kathleen Perona was a HQ Math Teacher, now Dean. She has 22 years of experience and has proven scores on Algebra I EOC and with classroom management. Cheryl Ellison has 18 years of teaching experience and is the Team Leader for High School.	Meet weekly for curriculum assistance and as needed to help with instruction, classroom management, provide substitutes for both teachers so that classroom visitations can take place. Provide support in instruction strategies and finding materials/resources, gradebook, attendance, etc. Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.

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 A coordinates and integrates with the following programs to provide support in reading, math, science and writing: Title II, Title III, Migrant, Neglected and Delinquent.

Title I, Part C- Migrant

Title I, Part C- Migrant coordinates and integrates with Title I, Part A and Title III, to provide academic support as well as support for individual needs of families and students.

Title I, Part D

Title I, Part D coordinates and integrates with Homeless, DJJ programs, and Migrant, IDEA to provide academic support as well as support for individual needs of families and students.

Title II

Title II coordinates and integrates services for Professional Development and academic support to teachers for Reading and Mathematics with Title I, Part A, Title III, and IDEA.

Title III

Title III integrates supplemental services for academic support for students in Reading and Mathematics with Title I, Part A, IDEA and Title II.

Title X- Homeless

Title X- Homeless-integrates services with Title I, Part A homeless dollars and Part C for the support of homeless children's academic and individual needs.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Aggression Replacement Training (ART), LEAPS, PEACE, Crisis Prevention Intervention, Professional Crisis Management.

Nutrition Programs

Title I Part C coordinates with local programs to provide information on how families can receive services such as Mustard Seed, The Harvest, our School Lunch program. The St. Lucie County Health Department provides with case management for LAPP program students.

Housing Programs

Title I, Part A and C coordinate with local programs that provide support for rent, utilities and other needs of families such as Image of Christ in Fort Pierce.

Head Start

Title I, Part A and the Early Learning Coalition

Adult Education

Title I, Part A and Part C coordinates with Indian River State College to provide our parents with the opportunity to get their high school diploma.

Career and Technical Education

Partnership with Indian River State College.

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Coaches, Anetra Bonner and Debbie Diamond, School Psychologists
School Admin. Ellen Harden, Principal and Dawna Guiel, Assistant Principal
Jaime Alberti and Kathy Perona, Deans
Larry Moore, Guidance
Lakeitha Jackson, Literacy Coach
Colleen Forde, ESE Specialist
Christina Quintero, Mental Health Counselor
Gerard Burns, Teacher
Brad Abner, Behavior Analyst

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?

MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

Core team meets at least 3-4 times a year to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/behavioral targets.
Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings.
The team will collaborate with the Building Level Planning Team, SAC, PBS team, and school literacy team. Core team members will serve as members of smaller PST and schedule PST meetings (weekly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

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 Core Team collaborated with the School Advisory Council (SAC) utilizing data from the 2012 school year. The Team helped facilitate a discussion on how to increase academic rigor, particularly in the Literacy and Intervention through Intensive Reading and Math classes (6-12), and with Tier 1 behavioral instruction utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
St. Lucie County PreTest and Benchmark Assessment Data
Aimsweb Assessment
FCAT scores and the lowest 25%
AYP and subgroups
Strengths and weaknesses of intensive academic/behavioral programs including point and level system
Mentoring, tutoring, and other services

Behavioral data includes daily point sheets for all students and a Level system.

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.

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• Oral Reading Fluency Measures
• AIMSWEB
• Journeys Benchmark Assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments

Behavior
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context

• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

3. Tiered intervention data will be housed in Performance Matters and progress monitoring data in AIMSWEB.

• Florida Comprehensive Assessment Test (FCAT)
• FCAT Writes
• Curriculum Based Measurement (AimsWeb)
• St. Lucie County Benchmarks
• Comprehensive English Language Learning Assessment (CELLA)
• Office Discipline Referrals
• Retentions
• Absences

The data will be triangulated and analyzed to determine students who need additional instruction with evidence based interventions.

The following databases will be utilized:
• Skyward
• PMRN
• Performance Matters
• RtI Database

Additional data will be available through the following:
• Program Specific Reports
• AIMSWEB
• Behavior Incident Reports (BIR)

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators along with their Core Team to support the identification of students in need of intervention using data.

2. District RTI Specialists, School Psychologists, and Literacy Coaches will be providing support for school staff to understand basic MTSS principles and procedures.

Professional Development will be provided to the faculty on designated professional development days and through job-embedded professional development. These in-services will include, but are not limited to, the following:
• Positive Behavior Support (PBS)
• CHAMPs
• Literacy Routines/Framework
• Math Routines/Framework
• Behavior Framework
• AimsWeb
• Performance Matters
• MTSS Database
• USF/FLDOE Problem Solving MTSS Tier 1, 2, and 3
• Progress Monitoring and Graphing

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

School Calendar established with all PST and Core MTSS meeting dates posted throughout the year. Core Team meeting in August to establish roles and goals. Data collection process established for smaller learning communities (Houses)to include assessment type, schedule, analysis, action plan, implementation dates, progress monitoring dates cycle. Training for new staff included in process to identify students with needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Literacy Coach: Lakeitha Jackson
English Teachers: Christine Niemerg, Jeanine Sims, Kathleen Dagenhart, Michelle Kessler, Margaret Martin
Reading Teachers: Barbara Faitella, Lilliana Perez, Gerard Burns, Michelle Kessler
Principal: Ellen Harden
Assistant Principal: Dawna Guiel

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

Curriculum Meetings held one Friday each month to review Literacy Routines developed by St. Lucie County, AimsWeb Testing data, Benchmark Testing data, etc. Meet to share strategies used and discuss ways to improve or sustain use across all content areas.
Communication among teachers and sharing of ideas, templates, strategies, reading across the curriculum, etc. Develop print-rich environment for classrooms by lexile, implement and monitor Write for the Future format in English classrooms. Continue best practices with teachers: Daily mini lesson designed for explicit instruction, conferencing, activation of prior knowledge, high-complexity questions/answers, multiple opportunities to read. Coordinates assessments: SRI, AimsWeb, SLC Benchmarks, Monthly Writing Assessments.

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

Major initiatives include successful implementation of 100 Book Challenge in all Literacy Classrooms and add Content Area Texts to core content classes. To improve communication within the school with all teachers to improve reading and writing of all students. Implement Write for the Future. Demonstrate and develop a school-wide culture that prioritizes and promotes literacy development. Encourage teachers to display student's work and publicly recognize student's achievement. Teachers should encourage in each classroom time in content related reading and reflection on their reading. Consistently integrate high quality reading, writing and vocabulary instruction to improve all students' literacy development and content learning.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/7/2012)

*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.

The following strategies are utilized in the LAPP birth to 4 program in the preschool classrooms:
- Teaching children socialization skills
- Working with the children in learning alphabet, numbers, and colors
- Preparing children for reading and writing by reading to children and using correct small motor skills

*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.

Creating a culture of literacy is the responsibility of every teacher, across all curricula.
Training occurs annually for St. Lucie County adopted Literacy Routines and progress monitoring occurs by the Literacy Coach and admininstration. Literacy routines are a road map of instruction in all Reading and English classrooms as well as cross-curricular teams.

The following strategies are also utilized in all classrooms:
• Provide a print rich classroom
• Provide opportunities for choice in what students can read
• Provide opportunities to interact socially
• Provide Professional Development opportunities
Other strategies:
Thinking Maps, Curriculum Calendars, CRISS strategies, WOW strategies, Marzano's high yield strategies, Ruby Payne, Cooperative Learning

*High Schools Only

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

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

The Dale Cassens Education Complex site number 0205 is an alternative education school, most students transition within 90 days of enrollment to return to their zoned school. There are limited opportunities for vocational course due to limited vocationally certified teachers. Core content including credit recovery is needed by most students.

Curricula calendars are shared across content areas, common planning for teachers teamed in small learning houses, shared thematic instruction. Real world content taught within Social Sciences for all eighth graders and as elective opportunity for all students. Students may dual enroll at Indian River State College or take course via Virtual School.

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?

Alternative education is limited in course offerings as well as limited amount of time with behavior based students. To develop personally meaningful content teachers design lessons around NGSSS and Common Core utilizing DBQ's and Inquiry. The design model incorporates Teacher Directed Instruction, Guided Practice, Independent Practice and Final Assessment. Within the Teacher Directed Instruction portion is embedded engagement exercises that draw upon students' prior knowledge to draw interest to presented material. St. Lucie County Frameworks incorporates best practices from Robert Marzano's Art and Science of Teaching. Professional development activities center around the four Domains.

Postsecondary Transition

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

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

The Dale Cassens Education Complex site number 0205 does not graduate students. All students return to their zoned school, therefore, there is no data reflected on the High School Feedback Report.

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:	On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 will increase to 20% (34).
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (20) of students scored at Achievement Level 3 in Reading on the 2012 FCAT 2.0 Assessment.	On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 will increase to 20% (34).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enroll in alternative education daily and transition each semester. As we enroll, we find most students lacking chunks of skill sets mostly due to attendance issues from behavioral suspensions from school, mobility from school to school or county/state.	Utilize Marzano strategies to chunk learning, pre-assess students in reading, writing and math, teach students Thinking Maps as organizational tools, provide agendas/planners to students and teach how to use, teachers use Kagan strategies in lesson design.	DCEC Faculty and Staff	Reading Lexile gains, pretest to post-test gains in reading, math, writing, science, FCAT and EOC data	Benchmark Assessments including pre/post and progess monitoring, monthly writing prompts, FCAT, EOC data
2	Students enroll in alternative education having missed many days of school due to consequences associated with negative behaviors. This lack of attendance increases the likelihood of missing academic instruction in all content areas.	A protocol for small learning community (Houses) monthly DATA Chats concerning attendance, behavioral and academic data will be implemented.	Team Leaders, teachers and adminstration and Data Specialist	Individual student attendance on Skyward, Student Discipline Referrals, Classwork/Grades.	EOC's/FCAT and Benchmark Assessments
3	Teachers' varying degrees of awareness and understanding of Common Core State Standards.	Engage all teachers in ongoing Professional Development activities that develop awareness of Common Core State Standards, the ability to unwrap the standards, develop learning goals and specific scales, plan instructional activities for the standards, and develop common formative assessments for the standards along with a collaborative scoring process..	Principal, Assistant Principal, Literacy Coach	Data from classroom observations using the SLC Framework. Analysis of teacher-developed instructional activities and formative assessments..	Results of common formative assessments, Benchmark tests, and FCAT 2.0.
	Majority of students entering alternative education are at a level 1 or 2 in reading.	Benchmark data will be utilized to design differentiated reading instruction.	Teachers, Literacy Coach	MTSS and data meetings weekly to review academic data on all Tier 2 and 3 students.	AIMS web Quarterly Benchmarks and Teacher

4		Increase print-rich environment in classrooms to provide more choice for students on lexile range.			assessments demonstrate individual student learning gains.
5	Teachers countinuously developing skill in implementing quality instruction as defined by the SLC Framework.	Teachers will be trained in SLC Literacy Routines and monitored for fidelity throughout the school year as well as ongoing professional development, conferences and workshop activities that develop and enhance skill in quality instruction.	Literacy Coach, Administration	Data from classroom observations using the SLC Framework.	AIMS web , Benchmark data, observation data.
6	Content area teachers' unfamiliarity with close reading and document-based questioning and the impact it can have on reading proficiency.	Engage all teachers in ongoing professional development activities that develop and enhance skill in close and content area reading and document-based questioning.	Principal, Assistant Principal, Literacy Coach	Data from classroom observations using the SLC Frameworks	Results of common formative assessments, AIMS web, Benchmark tests, and FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June 2013, 25% (*) of students will score at a Level 4, 5, 6 on the FAA Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (*) of the students are proficient at level 4, 5, 6 on the FAA Reading Test.	By June 2013, 25% (*), of students will score at a Level 4, 5, 6 on the FAA Reading Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lack of effective use of Access Points in instructional planning.	Monthly training on Access Points to include webinars on cpalms. Teachers will incorporate their learning into their lesson plans and student activities.	ESE Specialist and Administration	Gains as evidenced by FAA, Brigance and observations.	FAA Brigance
2	Train teacher to effectively implement Access Points.	Instructional staff will participate in department LC opportunities as well as district grade, content and cross curricular specific.	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions Professional Development Surveys	Lesson Study Documentation and Reflection Tools
3	Discerning relevant details from a passage using auditory processing.	Daily read aloud practice to process and coach students based on appropriate access points. Daily Student-Teacher conferences on specific reading strategies.	District Support Team, Reading Coach, Administration and Teachers.	The teacher will review data bi-weekly and make recommendations based on needs assessment. IEP team will review as needed to develop and/or revise plan.	Teacher generated assessment based on IEP goals, Brigance Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Levels 4 and 5 will increase to 10% (16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT 2.0 Assessment, 3% (*) of students scored at Achievement Levels 4 and 5 in Reading .	On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Levels 4 and 5 will increase to 10% (16).

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	Less than 10% of student population achieve Levels 4 or higher on reading, math or science assessments.	Professional Development on Text Complexity and Close Reading strategies.	Teachers, Administration	Lesson Plans reflect strategies to engage the learning in higher order thinking. Lesson plans will be collected and reviewed in smaller learning communities and within content groups to maintain pacing and rigor.	Lesson Plans reviewed and classroom observations.
2	Alternative education students rarely meet expectations of a level 4 or above in academic performance, therefore, very limited numbers of students are eligible for enrichment versus remedial courses.	A.Provide reading course for upper level students as enrichment. B.Provide enrichment elective offerings	Guidance, Literacy Coach, Teachers	Review individual student data from assessments during data meetings to monitor for regression.	Quarterly Benchmarks, FAIR
3	Alternative Education students do not have the basic reading strategies to acheive success.	Provide professional development for implementation of 100 Book Challenge and book conversation.	Teachers,Literacy Coach, Administration	Daily conversations with students on what they are reading and their comprehension of the book	Teaher Observations, Increased Lexile Levels
4	Students scoring levels 4 and above on FCAT Reading need to be challenged in all academic areas.	Provide professional development in Literacy Routines for all Literacy Teachers.	Teachers, Reading Coach, Administration	Lesson Planning to differentiate instruction through the use of SLC Literacy routines.	Lesson Plans, observation data collection.

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:	Reading Goal #2b: By June 2013, 10% (*) of student(s) will score at a Level 7 on the FAA Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (*) of the students are proficient at level 7 on the FAA Reading Test.	By June 2013, 10% (*) of student(s) will score at a Level 7 on the FAA Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers have difficulty	Professsional	Administration and	Lesson Plans reviewed	Florida Alternate

1	analyzing the Florida Alternative Assessment data to drive planning and instruction.	development in data analysis of the Florida Alternate Assessment for designing engaging lessons.	ESE Specialist	and Classroom Observations.	Assessment
2	Teachers are not effectively trained to implement the Access Points.	Instructional staff will participate in department LC on how to effectively implement Access Points.	District PD Team ESE Specialists Administrative Team.	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection Tools. FAA
3	Students' lack of understanding the use of context clues to comprehend the text	Research based strategies to enhance vocabulary and effectively utilize context clues should be explicitly taught to students (e.g.: pictures accompanying print; pictures should be faded for long-term comprehension and retention.).	District Professional Development Team Reading Coach Administration Teacher	Increased percentage of time students use new vocabulary appropriately	Teacher made assessments FAA
4	Limited schema with fiction, nonfiction, and informational texts	Students will be exposed to fiction, nonfiction and informational text and will be taught to identify the differences. using Thinking Maps	District Professional Development Team Reading Coach Administration Teacher	Observation of DQ 3 Element 18	Feedback using Frameworks FAA

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:	By June 2013, there will be a 10% reduction of students scoring below proficiency on the 2012 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current Level of performance indicates that 43% of the students tested on the June 2011 Reading FCAT made learning gains.	By June 2013, 49% of students will make learning gains on the 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	Willingness of students to actively participate in learning process.	Kagan structures teach cooperative learning, social skills and have individual accountability embedded within.	Teachers, Administration	Lesson Design	Lesson Plans and Observations will determine if Kagan used by staff. Benchmarks will determine learning gains.
2	Students in alternative education have low academic self-worth and academic confidence They have not experienced academic success in general due to the lack of background knowledge of basic reading strategies.	Create opportunities for students to find success through individual conferencing with teachers using 100 Book Challenge Teacher Guided Conferencing Notebook.	Literacy Coach, Teachers, Students	Individual student data will be monitored by the MTSS team.	Individual Conferencing Data from Teacher, AimsWeb,FORF, Benchmarks, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment:	

Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June of 2013, 45% (*) of the students will make learning gains on the 2012-2013 FAA Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (*) of the students made learning gains on the 2011-2012 FAA Reading Test	By June of 2013, 45% (*) of the students will make learning gains on the 2012-2013 FAA Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to understand the FAA and make the linkages to adding rigor and relevance to their instructional practice.	Professional development on data analysis.	Administration and ESE Specialist	Lesson Plans, classroom observations, student work.	FAA
2	Train teachers to effectively implement Access Points.	Teachers will participate in department LC opportunities.	District PD ESE Specialists, Administrative Team	Lesson Study, observations and debriefing sessions	Lesson Study Documentation and Reflection, FAA
3	Limited teacher training on rubric interpretation and effective instructional strategies to achieve levels of proficiency.	Instructional staff will participate in department LC opportunities to gain a higher level of understanding of the rubrics and how to interpret the data to drive instruction.	District PD Team ESE Specialists, Administrative Team	Monthly collaborative meetings to review student data to design effective instructional strategies to support student deficits.	Teacher generated assessments and data collection tools, FAA

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	There is no data to represent our lowest 25% at this school site.

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 basic skills in reading.	Language! will be added to the reading core content for students lacking basic decoding skills.	Literacy Coach and Literacy teachers.	Analyze Curriculum based measures data and SRI data.	AimsWeb, FCAT 2.0, SLC Benchmarks in Reading.
	Students in lowest quartile have great academic reading deficiencies coupled with low self-esteem, lack of basic skills and comprehensive	Pretest data will drive lesson design. Lowest quartile will be monitored as Tier 3 MTSS weekly.	Teachers, MTSS Team	Individual student data brought to MTSS team for review. Lesson development/redesign on-going with Literacy	MTSS team data reports to staff, Classroom Observations, assessment data

2	knowledge.	Students will have more differentiated instruction with adult to build reading skills. Students will have more time to read independently within their lexile range. Teachers will conference with students on books that are being read to monitor for comprehension.		Coach in reading classrooms. Utilize 100 Book Challenge conferencing as a design for student lead conferencing on achievement data.	
3	Students in lowest 25% lack strategies in making connections with reading.	Leveling of students to find independent reading level Differentiated Instruction on Independent Reading Level. 100 Book Challenge model utilized in all literacy classrooms.	Teachers	Use of the IRLA to create conversations about independent reading	Observations, IRLA assessments.

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 # 5A : By June 2013 20% of students will be proficient in Reading increasing from the previous year by 6%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	4%	4%	4%	4%	4%	

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:	By June 2013, there will be a minimum of 10% increase of each subgroup scoring proficiency on Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current levels of performance on 2012 Reading FCAT indicate that the following percentages of subgroups were making adequate yearly progress: White: 2% (*); Black: 7% (*); Hispanic: 2% (*); Asian:N/A; American Indian :N/A	By June 2013, there will be a minimum of 10% increase of each subgroup scoring proficiency on Reading FCAT as follows: White: 12% (*) Black: 17% (*) Hispanic: 12% (*) Asian: 10% (*)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of reading proficiency	100 Book Challenge with fidelity including conferencing with students and embedded professional development.	Literacy Coach and Team	SLC Benchmarks will show growth.	SLC Benchmark Data, FCAT 2.0, AimsWeb

2	White: Growing representation in alternative education, equally low academically among all other subgroups. Black: Largest represented population in alternative education. Lowest percent gains among all subgroups. Hispanic: Numbers historically low in alternative education. Need to watch that students do not get lost among total population. Asian: NA American Indian: NA	All ethnic subgroups are equally in need of remediation in reading strategies. Students need to have time to read and socially interact within reading content. Reading materials should include multicultural and multi-interest choices for all students. Teachers need professional development on designing questions/answers that require higher order thinking. Students will be taught organizational strategies (Thinking Maps) to utilize cross curricular to organize thinking.	Principal, Literacy Team, Teachers	Classroom Observations, IRLA data, use of Thinking maps cross-curricularly.	AIMSWEB data,Benchmarks, FCAT, Teacher Assessments, Observations, IRLA data, Lesson Plans

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:	By June 2013, there will be a minimum of 10% increase in proficiency on the 2012 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance indicates that 0% of English Language Learners scored proficient on the 2012 Reading FCAT.	By June 2013, 10% of ELL students will score a level 3 on the 2012 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	Lacking background knowledge in content areas.	Build skills for classroom instruction to include linking background knowledge to build vocabulary skills. Ensure teachers are ESOL endorsed according to teaching categories.	Administration	Student grades on Skyward, Benchmark data	SLC Benchmarks, FCAT, EOC data
2	Only reading teachers are ESOL endorsed. Content teachers are engaged in category based ESOL coursework. Very low numbers of ELL students means that there may only be one student in a classroom, increasing feelings of isolation among ELL students.	Continue to require all teachers to work on ESOL coursework. Continue to require Lesson Designs to include ELL strategies. Utilize teacher and peer mentors for ELL students.	Teachers, Administration, Literacy Coach	MTSS Team monitor progress of level 1 or 2 Reading ELL students.	Assessment Data, Classroom Observations, ESOL reports from HR, Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, there will be an increase by 10% of students with disabilities scoring proficient on the Reading FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Current Level of performance for students with disabilities scoring at proficiency on the 2012 Reading FCAT is 2%.(*)	By June 2013, 12% (*) of students with diabilities will score a level 3 on the 2012 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	Lack of self-esteem in academic abilities. Students do not believe they can be successful due to lack of prior academic success.	Build self esteem through goal setting, teaching students to graph academic progress, monitor growth and celebrate success.	All staff	Student learning gains across all curricula.	Benchmarks, Pre/Post assessments, Writing samples, FCAT, EOC, student made graphs, scheduled celebrations,
2	Lack of self-esteem in academic abilities. Students do not believe they can be successful due to lack of prior academic success.	Develop lesson plans addressing students' self esteem.	All staff	Learning scales	LEAPS assessments
3	Lack of basic skills in reading coupled with a lack of motivation to succeed. Outside influences are heavy with this subgroup – gang activity, not living with family members.	Teachers work with ESE Chair to interpret IEP. Use differentiated instruction strategies and on-going mini BAT assessments to drive instruction. Identify mentors for students in need of additional adult support – use check in/out protols for greatest need students. Reduced numbers of students and increased individual teacher-student time in reading classrooms to provide more one-to-one and small group instruction. Provide more independent reading opportunities within lexile range.	Principal, MTSS Team, ESE Chair, Teachers	Mentor Logs reviewed, ESE Specialist monitor IEP progress, classroom observations of daily use in classrooms with teachers who are demonstrating strengths in teaching reading strategies for teachers in need of assistance to observe. Use strong teacher leaders as coaches.	Coach logs, IEPs, Assessment data, Classroom Observations

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:	By June 2013, at least 22% (*) of economically disadvantaged students will score proficient on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance indicates that 12% (*)of economically disadvantaged students scored a level 3 or higher on the 2012 Reading FCAT.	By June 2013, 33% (*)of economically disadvantaged students will score a level 3 on the 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	Lack of reading skills, lack of motivation to read, lack of materials of interest to read.	Utilize 100 Book Challenge to Level students and provide reading time, utilize funds to purchase leveled books of interest to students, provide Parents opportunities to access books and other reading materials to take home. Provide Literacy Night for Parents.	Parent Involvment Coordinator, Principal, Staff, Parents	Reading logs, Parents using Parent Center and attendance at Literacy training by parents.	Data to reflect books checked out of library, parent sign-in logs, student reading logs.
2	Our largest subgroup of approximately 81% of total population and growing. Students feel detached from school and community due to overwhelming needs outside school environment.	PBS model – create and maintain a culture of caring among teachers, students, families. Build real relationships with students. Weekly mentoring, ART (Aggression Replacement Training)curriculum with social skills weekly through the mental health counselor. CHAMPS designed into every lesson. Parents invited to GANG awareness with school staff and Resource Deputies. Home visits as requested/invited. Positive communication and support both home to school and school to home.	All stakeholders	Participation logs, attendance at school functions will increase. Climate surveys created to monitor attitude toward school.	Attendance, Behavior and Academic data will be reviewed, climate survey data reviewed, mini bats assessment data, MTSS logs
3	Lack of motivation and relevance to subjects to be successful with daily school work	Promote a culture of valuing effort with quality work	Teachers, Principal	PBS data reviewed	Review quarterly grades as compared to quarterly benchmark data
4	Basic skills lacking in reading – all strands	90 minute designed block of reading instruction following SLC Literacy routines and components. Provide more time to read with high levels of success. Provide more choice of reading material for students.	Teachers, Principal, Literacy Team	Academic data from teacher as compared to MiniBATS, lesson redesign based on data, classroom observations, teacher/teacher classroom visits	MiniBATs, benchmarks, FCAT,FORF

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
100 Book Challenge and implementation of the IRLA	All Secondary Instructional Staff	Literacy Coach, AMC consultant	Content Area	On - going August - May	Classroom Observations Lesson Plans	Literacy Coach
Common Core	All Secondary Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Comprehension Instructional Sequence	All Secondary Instructional Staff	Teacher Leader/ Administration	Content Area	On-going August - May	Classroom Observation Lesson Plans	Administration, Literacy Coach,
Comprehension Instructional Sequence	Content Area Teachers	Administration/ Litearcay Coach	Content Area	On- going August - May	Classroom Observations Lesson Plans	Literacy Coach
SLC Framework For Quality Instruction (Framework)	All Secondary Instructional Staff	Teacher Leader/ Administration	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
100 Book Challenge	Content Specific Text Sets	Title I	$10,000.00
			Subtotal: $10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
American Reading Company consultant	Provide Professional Development on the implementation of the content text sets and the usage of the IRLA.	Title I	$11,000.00
Florida Reading Association State Conference	Provide Professional Development on current best practices in reading and writing.	Title I	$1,000.00
			Subtotal: $12,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $22,000.00

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.	Based on the 2012 CELLA data, 0% of ELL students were

CELLA Goal #1:	proficient in Oral Skills. By June 2013, 25% of ELL students will score proficient in Oral Skills as measured by CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

Based on the 2012 CELLA data, 0% of ELL students were proficient in Oral Skills.

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	ELL students need to learn both English as core content and social/spoken English in order to communicate effectively.	Language Experience Approach Utilize a Language Experience Approach were students produce language in response to first-hand, multi-sensorial experiences. Modeling Teachers demonstrate to the learner how to do a task, with the expectation that the learner can copy the model. Modeling includes thinking aloud and talking about how to work through a task. Cooperative Learning Group Students work together in small intellectually and culturally mixed groups.	Administration/Literacy Coach/Team or Grade Level Leader	Teachers provide on-going formative assessment in both speaking and listening. Classroom Observations utilizing the SLC Instructional Format Classroom Observations utilizing the SLC Instructional Format	CELLA

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:	Based on the 2012 CELLA data, 25% (*) of ELL students were proficient in Reading. By June 2013, 50% of ELL students will score proficient in Reading as measured by CELLA.

2012 Current Percent of Students Proficient in reading:

Based on the 2012 CELLA data, 25% (*) of ELL students were 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
	The next barrier for ELL students is the number of unfamiliar words encountered as an English learner	Teachers need to practice activating and/or building prior knowledge.	Administrators/Literacy Coach/Team Leader	Formative Assessment and Timed Student Readings	CELLA

1	reads a text or listens to teacher or peer academic talk.	Teachers can read aloud to students helping them to develop and improve literacy skills by modeling. Increase vocabulary skills with context clues.			

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Based on the 2012 CELLA data, 50% or (*) students were proficient in Writing. By June 2013, 75% of ELL students will score proficient in Writing as measured by CELLA.
2012 Current Percent of Students Proficient in writing:	
Based on the 2012 CELLA data, 50% (*)of ELL students were 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
1	The barrier for ELL students in Writing is the number of unfamiliar words encountered as an English learner reads a text or listens to a teacher or peer's academic talk.	A dialog journal is a written conversation in which a student and a teacher communicate regularly and carry on a private conversation. Dialog journals provide a communicative context for language and writing development. Graphic Organizers. Rubrics provide a clear criteria for evaluating a product or performance on a continuum of quality. They are task specific, accompanied by exemplars, and used throughout the instructional process.	Teachers/Administrators/Literacy Coach	Journals, student work, student writing samples	CELLA

CELLA Budget:

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

			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Rosetta Stone Software	Language learning software used with Spanish speaking students.	District Supported	$1.00
			Subtotal: $1.00
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
Dialog Journals	A dialog journal is a written conversation in which a student and a teacher communicate regularly and carry on a private conversation. Dialog journals provide a communicative context for language and writing development.	Title I	$100.00
			Subtotal: $100.00
			Grand Total: $101.00

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, there will be a reduction by 10% of (*) students scoring below proficiency on Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance indicates that 20% of (*) students taking the 2012 Math FCAT scored a level 3 or higher.	By June 2013, 25% of (*) students taking Math FCAT will score a level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enroll in alternative education daily and transition each semester. As we enroll, we find most students lacking chunks of skill sets mostly due to attendance issues from behavioral suspensions from school, mobility from school to school or county/state.	Utilize Marzano strategies to chunk learning, pre-assess students in reading, writing and math, teach students Thinking Maps as organizational tools, provide agendas/planners to students and teach how to use, teachers use Kagan strategies in lesson design.	DCEC Faculty and Staff	Reading Lexile gains, pretest to post-test gains in reading, math, writing, science, FCAT and EOC data	Benchmark Assessments including pre/post and progess monitoring, monthly writing prompts, FCAT, EOC data
2	Students enroll in alternative education having missed many days of school due to consequences associated with negative behaviors. This lack of attendance increases the likelihood of missing academic instruction in all content areas.	A protocol for small learning community (Houses) monthly DATA Chats concerning attendance, behavioral and academic data will be implemented.	Team Leaders, teachers and adminstration and Data Specialist	Individual student attendance on Skyward, Student Discipline Referrals, Classwork/Grades.	EOC's/FCAT and Benchmark Assessments
3	70% student population attending based on academic and/or behavioral deficits in excess of two years below grade level.	Implement 90 minute block instruction for all core subject areas. CHAMPS lesson plan design implementation for all teachers. Create Intensive Math courses for all students below level 3 in math tied to academic core math course to achieve 90 minutes of continuous math instruction daily.	Guidance Counselors, Math coach, administration	Observation of instruction in math classrooms by administration, math coach and peers. On-going formative assessment of strands taught. Review lesson design with teacher teams. Monitor use of CHAMPS with fidelity.	Quarterly Benchmark Analysis, lesson plans, observations.
4	Attendance rates are below district average. Students not attending school miss core math instruction including basic math skills.	MTSS meetings will discuss attendance, tardy and early dismissal data per child. Data will be communicated to parents.	MTSS Team	MTSS team will review attendance data each Monday.	Teachers daily attendance in Skyward.

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:	By June 2013, 10% (*) of students in grades 6-8 will achieve FAA levels 4 or 5 on the 2012-2013 FAA Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (*) of the students in grades 6-8 are proficient at Level 4 or 5 on the 2011-2012 FAA Mathematics assessment.	By June 2013, 10% (*) of students in grades 6-8 will achieve FAA levels 4 or 5 on the 2012-2013 FAA Mathematics assessment.

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 lack of effective use of Access Points in instructional planning.	Monthly training on Access Points to include webinars on cpalms. Teachers will incorporate their learning into their lesson plans and student activities.	ESE Specialist and Administration	Gains as evidenced by FAA, Brigance and observations.	FAA Brigance
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team, Math coaches, Administration, Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting Common Core understanding.	St. Lucie County framework, Administrative classroom walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, there will be an increase by 10% of (*) students scoring above proficiency on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance for students scoring in levels 4 and 5 on the 2012 Math FCAT is 4% (*).	By June 2013, 10% of (*) students taking the Math FCAT will score 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	Less than 10% of student population achieve Levels 4 or higher on reading, math or science assessments.	Professional Development on Text Complexity and Close Reading strategies.	Teachers, Administration	Lesson Plans reflect strategies to engage the learning in higher order thinking. Lesson plans will be collected and reviewed in smaller learning communities and within content groups to maintain pacing and rigor.	Lesson Plans reviewed and classroom observations.
	Students placed at our site are significantly	Students scoring level 1 or 2 will be enrolled in	Math Team, Guidance,	Monitor student academic progress	SLC Benchmark

2	below grade level in mathematics concepts and lack basic mathematical skills.	Intensive Math and core math courses consecutively for a daily 90 minute block.	Administration	through formative assessments Observations of instruction	Observation reflective feedback
3	Students attending alt. ed. sites demonstrating higher order math skills a limited in number. There are 1.5 math teachers available for all students, this creates a problem scheduling a high level math by itself.	Teachers must identify students and differentiate instruction to include enrichment activities within core content. Master Schedule will reflect higher level math courses available to students.	Mathematics Teachers and Coach	Lesson Plans should reflect efforts to differentiate and will be monitored by Principal	Principal review of Lesson Plans and on-going classroom observations.

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:	By June 2013, 20% (*) of students in grades 6-8 will score at a Level 7 on the FAA Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (*) of the students in grades 6-8 are proficient at level 7 on the FAA Math Test	By June 2013, 20% (*) of students in grades 6-8 will score at a Level 7 on the FAA Math 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	Teachers have difficulty analyzing the Florida Alternative Assessment data to drive planning and instruction.	Professsional development in data analysis of the Florida Alternate Assessment for designing engaging lessons.	Administration and ESE Specialist	Lesson Plans reviewed and Classroom Observations.	Florida Alternate Assessment
2	Students are deficient in basic algebra and geometry needed to solve high level math problems.	Teacher will develop instructional strategies for functional real world application in a school, work or home setting	Teacher Administration ESE Department Chair	Teacher lessons designed using the access points using algebra and geometry applications	FAA

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

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Willingness of students to actively participate in learning process.	Kagan structures teach cooperative learning, social skills and have individual accountability embedded within.	Teachers, Administration	Lesson Design	Lesson Plans and Observations will determine if Kagan used by staff. Benchmarks will determine learning gains.
2	Students placed in alternative education lack motivation to practice mathematics skills outside of the classroom.	Classroom Lesson Design will include independent work time monitored by classroom teacher within 90 minute block.	Mathematics Teachers	Classroom visits and Lesson Plan designs	Classroom visits and lesson plans reviewed
3	Students miss chunks of basic skills in math when suspended or are absent from school.	Incorporating concrete manipulatives within guided practice in 90 minute block. Continue to provide both professional development and coaching on the use of manipulatives in math classes.	Math Coach, Teachers	PD logs determine teachers trained, lesson plans determine intent to use strategy, student formative and summative assessments determine learning gains.	Observations by math coach and admin of teachers using strategies, benchmark data, formative data by teachers brought to MTSS for Tier 3 students.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Based on the FAA, 2011-2012, no students made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FAA, no students made learning gains.	By June 2013, 10% (*) of students taking the FAA will make learning gains based on the FAA standards of gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to understand the FAA and make the linkages to adding rigor and relevance to their instructional practice.	Professional development on data analysis.	Administration and ESE Specialist	Lesson Plans, classroom observations, student work.	FAA

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:	no data available
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current data unavailable	no data available

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack confidence in their math skills.	Utilize precision teaching strategies to boost fluency and accuracy. After school tutorial by content teachers.	Teachers and students	Review Performance Matters data on each student by strand Precision Teaching Data	Precision Teaching measurement and graphed data per student Student attendance at after school tutoring
2	Poor attendance	Recognize and provide incentives for good attendance.	Teachers	Attendance reviewed by MTSS weekly.	Attendance Records
3	Inappropriate behavior will remove students from classes, students refuse to complete assignments.	Professional Development on CHAMPS Implementation of The Point and Level System.	Teachers	Review BIR and Referral data with Attendance data during MTSS weekly meetings.	Reports from Skyward, BIR, Attendance, and Daily Point Sheets
4	Students are missing basic skills in mathematics.	Utilize FASTT MATH for practice in basic skills.	Math Teachers	Review of FASTT Math data, teacher formative assessment.	Teacher direct observation of individual student mathematical skills and FASTT Math data

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:	By June 2013, there will be a 10%(*) increase in Math FCAT proficiency among all ethnic subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance indicate the following subgroups that are scoring proficiency on 2012 FCAT Math are as follows: White : 7% (*) Black : 21% (*) Hispanic : 24% (*) Asian: 100% (*) American Indian: NA	By June 2013, the following subgroups will demonstrate an increase by 10% in Proficiency on the Math FCAT: White : 10% (*) Black : 25% (*) Hispanic : 30% (*)

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
	Across all ethnic	Utilize concrete	Mathematics	Assessment data from	FASTT Math

1	subgroups, there is a lack of basic math skills.	strategies within 90 minute block of Intensive Mathematics. Use Number Worlds curriculum for hands-on experiences in middle school math courses. Use FASTT Math software to measure individual student growth in basic skills across all grade groups.	Teachers	FASTT math will be used to determine individual student growth. Classroom visits and lesson plans will reflect use of concrete strategies within block.	software data, observations, lesson plans reviewed

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:	By June 2013, there will be an increase by 10%(*) of ELL students scoring proficiency on Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current Level of Performance indicates that 0% (*) of English Language Learners scored a Level 3 on the 2012 Math FCAT.	By June 2013, 10%(*) of English Language Learners will score a level 3 on Math 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	Due to small number of ELL students, there is a lack of opportunity to collectively collaborate on mathematics concepts within a math class.	Design team/group opportunities for students to work together to solve math problems. Create/increase opportunities to socialize with peers verbalizing math strategies.	Mathematics Teachers	Classroom Observations and assessment data reviewed,lesson plans	Teacher assessments, MiniBATS, FCAT, EOC
2	Students lack background knowledge in math content.	Utilize the strategies learned during the PD for teachers in Marzano's Building Background Knowledge (PLC) within the classroom with struggling math students.	Math Coach, administrators, math teachers	Struggling math ELL students monitored through MTSS/PST group. Data reviewed monthly on both formative and summative assessments.	Teacher made formative assessments, Benchmark 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, there will be a 20% (*) increase of students with disabilities scoring a level 3 on Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current data reflect that 16% (*)of students with disabilities are scoring proficient on 2012 Math FCAT.	By June 2013, 20% (*)of students with disabilities will score a level 3 on Math FCAT.

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	Lack of self-esteem in academic abilities. Students do not believe they can be successful due to lack of prior academic success.	Build self esteem through goal setting, teaching students to graph academic progress, monitor growth and celebrate success.	All staff	Student learning gains across all curricula.	Benchmarks, Pre/Post assessments, Writing samples, FCAT, EOC, student made graphs, scheduled celebrations,
2	Lack of self-esteem in academic abilities. Students do not believe they can be successful due to lack of prior academic success.	Develop lesson plans addressing students' self esteem.	All staff	Learning scales	LEAPS assessments
3	Lack of basic mathematics skills	Utilize concrete strategies within 90 minute block of Intensive Mathematics. Use Number Worlds curriculum for hands-on experiences. Use FASTT Math software to measure individual student growth in basic skills. Follow IEP and monitor. Differentiate as needed.	Mathematics Teachers, ESE Chair, MTSS Team	IEP Team monitors progress annually, MTSS Team monitors progress weekly	Mini Bats, teacher assessments,benchmark data, EOC/FCAT
4	Students need more time to practice mathematics skills and problem solving skills.	Utilize Marzano's high yield strategies within classroom instruction. Offer after school tutorial program for struggling students.	Teachers	Progress for all annual goals from IEP will be reviewed, math teachers meet to discuss data on individual students to determine next steps.	MiniBATs, Benchmark assessments, teacher formative 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 mathematics. Mathematics Goal #5E:	By June 2013, there will be a 10% (*)increase among all economically disadvantaged students scoring a level 3 on Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance indicate that 21% (*)of economically disadvantaged students were proficient on the 2012 Math FCAT.	By June 2013, 29% (*)of economically disadvantaged students will score a level 3 on Math 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	Students lack confidence in mathematics content and skills attainment.	Professional development in math manipulatives and concrete real-world applications of math.	Math Coach, Math Teachers	Classroom observations and lesson plans reflect use of concrete strategies.	SLC Benchmarks and FCAT/EOC assessments.
2	Students placed in alternative education are lacking basic math skills and motivation to work on developing skills.	Lesson Design within a 90 minute block must include these components: Launch, Direct Instruction, Guided Instruction, Differentiated Instruction, Wrap-up and Final Assessment. Embedded within this model are opportunities for hands-on math,	Mathematics Teachers and Coach, Principal	Principal will monitor lesson design by classroom observations and work directly with math team for professional development in lesson design based on assessment results of students. Concrete, hands-on skills will be monitored by observations also.	Assessment data: Mini BATS, Benchmarks, EOC/FCAT data will reflect proficiency levels. Performance Matters software will be used to display on-going assessment results.

		team/group work designed around why math is a necessary skill for all future endeavors in life.			

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:	By the end of the 2012-2013, 50% (*)of the students will score a 4,5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based off of the 2011-12 FAA, 25% (*) of the students scored a level 4,5, or 6.	Based off of the 2012-13 FAA, 50% (*)of the students will score a 4, 5, or 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers' lack of training in the use of the access points.	Teachers will be trained and monitored in the use and implementation of the access points.	ESE Specialist and Assistant Principal	Monitoring of Lesson Plans, classroom observations	FAA

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:	By June 2013, there will be an increase of 25% (*) of the students scoring at or above level 7 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based off of the 2011-2012 FAA, 25% (*) of the students scored a level 7 or above.	By June 2013, 25% (*) of the students taking the FAA will score a level 7 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	Teachers' lack of training in access points.	Teachers will receive training in the use and implementation of the access point.	ESE Specialist and Assistant Principal	Review of lesson plans and classroom observations	FAA

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers require more training in the use of access points.	Teachers will receive training in how to locate and implement the access points through classroom activities.	ESE Specialist and Assistant Principal	Lesson Plans and Classroom Observations	FAA

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:	By June 2013, 8% (25)of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 EOC data, 0% of the students scored a level 4 or 5.	By June 2013, 8% (25) of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enroll in alternative education having missed many days of school due to consequences associated with negative behaviors. This lack of attendance increases the likelihood of missing academic instruction in all content areas.	A protocol for small learning community (Houses) monthly DATA Chats concerning attendance, behavioral and academic data will be implemented.	Team Leaders, teachers and adminstration and Data Specialist	Individual student attendance on Skyward, Student Discipline Referrals, Classwork/Grades.	EOC's/FCAT and Benchmark Assessments
2	Common Core standards present new learning for instructional staff to gain a full	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team Instructional coaches	Administration observation of effective implementation with feedback Teacher lesson design reflecting Common Core	St. Lucie County Framework Administrative classroom walkthroughs

			Administration Teacher	understanding	
3	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support	District professional development team Math coaches Administration Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County Framework Administrative/ teacher conferencing	St. Lucie County Framework Administrative classroom walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By June 2013, 8% (*)of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 data, 0 % of students scored a level 4 or higher on the EOC	By June 2013, 8% (*)of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.

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	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team Instructional coaches Administration Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting Common Core understanding	St. Lucie County Framework Administrative classroom walkthroughs

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A : Each year, a 10% increase in scores will occur			
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:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	By June 2013, the percentage of those students not making satisfactory progress will be reduced to: White:75% (*) Black 40% (*)

Algebra Goal #3B:	Hispanic 40% (*)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 84% (*) Black 50% (*) Hispanic 50% (*)	By June 2013, the percentage of those students not making satisfactory progress will be reduced to: White:75% (*) Black 40% (*) Hispanic 40% (*)

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	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District personnel, teachers, instructional coaches, and administration	Administration observation of effective implementation with feedback Teacher lesson design reflecting Common Core understanding	Administrative walk throughs.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	By June 2013, 10% (*)of the SWD students will be proficient on the EOC for Algebra 1
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 0% of SWD are proficient on the EOC Algebra 1	By June 2013, 10% (*)of the SWD students will be proficient on the EOC for Algebra 1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of self-esteem in academic abilities. Students do not believe they can be successful due to lack of prior academic success.	Build self esteem through goal setting, teaching students to graph academic progress, monitor growth and celebrate success.	All staff	Student learning gains across all curricula.	Benchmarks, Pre/Post assessments, Writing samples, FCAT, EOC, student made graphs, scheduled celebrations,
2	Lack of self-esteem in academic abilities. Students do not believe they can be successful due to lack of prior academic success.	Develop lesson plans addressing students' self esteem.	All staff	Learning scales	LEAPS assessments
3	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team Instructional coaches Administration Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting Common Core understanding	St. Lucie County Framework Administrative classroom walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	By June 2013, 35% (*) of students will be proficient on the Algebra 1 EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (*)of ED students were not proficient on the EOC Algebra 1	By June 2013, 35% (*)of students will be proficient on the Algebra 1 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	Students lack confidence in mathematics content and skills attainment.	Professional development in math manipulatives and concrete real-world applications of math.	Math Coach, Math Teachers	Classroom observations and lesson plans reflect use of concrete strategies.	SLC Benchmarks and FCAT/EOC assessments.
2	3E.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3E.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3E.1. * District professional development team * Instructional coaches * Administration *Teacher	3E.1. * Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding	3E.1. * St. Lucie County framework * Administrative classroom walkthroughs

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:	By June of 2013, 10% (*)of students will achieve a level 3 or higher on the 2012-2013 EOC Geometry assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Geometry EOC assessment indicate that 0% students scored in the upper third (Levels 3-5).	By June of 2013,10% (*) of students will achieve level 3 proficiency on the 2012-2013 EOC Geometry assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enroll in alternative education having missed many days of school due to consequences associated with negative behaviors. This lack of attendance increases the likelihood of missing academic instruction in all content areas.	A protocol for small learning community (Houses) monthly DATA Chats concerning attendance, behavioral and academic data will be implemented.	Team Leaders, teachers and adminstration and Data Specialist	Individual student attendance on Skyward, Student Discipline Referrals, Classwork/Grades.	EOC's/FCAT and Benchmark Assessments
2	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team Instructional coaches * Administration Teacher	Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	St. Lucie County framework Administrative classroom walkthroughs
3	According to the 2012 Geometry EOC Reporting categories, students struggled with three-dimensional geometry.	Develop guidelines for students to use descriptive language to communication learned concepts and identify misconceptions. Provide students with models, both digital and tangible to enable students to see the effects of changing dimensions.	Math Coaches Department Heads Teachers	Individual and collaborative review of student work	Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Algebra I assessment * Teacher assessment identifying learning scales
4	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team Math coaches, Administration Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County Framework Administrative/ teacher conferencing	St. Lucie County Framework Administrative classroom walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	By June of 2013, 10% (*) of students will achieve a level

Geometry Goal #2:	4 or higher on the 2012-2013 EOC Geometry assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011-2012 Geometry EOC data 0% of students achieved a level 4.	By June of 2013, 10% (*)of students will achieve level 4 proficiency on the 2012-2013 EOC Geometry assessment.

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	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team Instructional coaches AdministrationTeacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting Common Core understanding.	St. Lucie County Framework Administrative classroom walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team Math coaches Administration Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County Framework Administrative/ teacher conferencing	St. Lucie County Framework Administrative classroom walkthroughs
3	The area of deficiency is teacher understanding of extended thinking practices.	Pearson enrichment materials will be utilized for differentiated instruction. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning	Teachers *Instructional Coaches *Department Heads *Administration	Individual and collaborative review of student reflective logs	Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry assessment Teacher assessment identifying learning scales achievement of targeted goal-level 3.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : Each year students will reduce the achievement gap by 10%

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	By June 2013, the following will be proficient in Geometry as shown by the EOC Geometry exam: White 10% (*) Black 10% (*) Hispanic 10% (*)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 0% Black 0% Hispanic 0%	By June 2013, the following will be proficient in Geometry as shown by the EOC Geometry exam: White 10% (*) Black 10% (*) Hispanic 10% (*)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Black: Hispanic: Asian: American Indian: The reporting category students who struggled the most with the Geometry EOC assessment is listed above.	Provide students with practice using methods of direct and indirect proof to determine whether a proof is logically valid. Provide teachers with support in assisting a student in exploring geometric properties to justify measures and characteristics of polygons. * St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. * Select rigorous, real-world problems, aligned to the content the students are learning	Teachers Instructional Coaches Department Heads Administration	Individual and collaborative review of student reflective logs	Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3.
2	Common Core standards present new learning for instructional staff to gain a full understanding of each standard	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team Instructional coaches Administration Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting Common Core understanding	St. Lucie County Framework Administrative classroom walkthroughs
3	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support	District professional development team Math coaches Administration Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County Framework Administrative/ teacher conferencing	St. Lucie County Framework Administrative classroom walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	By June of 2013, 25% (*) of LEP students will achieve a level 3 or higher on the 2012-2013 EOC Geometry assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of LEP students achieved a level 3 on the 2011-2012 Geometry EOC assessment.	By June of 2013, 25% (*) of LEP students will achieve level 3 proficiency on the 2012-2013 EOC Geometry assessment.

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	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team * Instructional coaches * Administration *Teacher	Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding	St. Lucie County Framework * Administrative classroom walkthroughs
2	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team Math coaches Administration Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County Framework Administrative/ teacher conferencing	* St. Lucie County Framework * Administrative classroom walkthroughs
3	Students come with limited academic language.	Instructional staff will engage students in daily vocabulary activities.	Teachers Instructional coaches	Academic vocabulary used by students in written and oral responses.	* Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry EOC assessment * Teacher assessment identifying learning scales achievement of targeted goal-level 3. Evaluation Tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	By June 2013, 10% (*)of the SWD will be proficient as shown by the EOC geometry exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, 100% of SWD are not proficient as shown by the EOC Geometry exam	By June 2013, 10% (*)of the SWD will be proficient as shown by the EOC geometry exam.

Problem-Solving Process to Increase Student Achievement

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

1	Lack of self-esteem in academic abilities. Students do not believe they can be successful due to lack of prior academic success.	Build self esteem through goal setting, teaching students to graph academic progress, monitor growth and celebrate success.	All staff	Student learning gains across all curricula.	Benchmarks, Pre/Post assessments, Writing samples, FCAT, EOC, student made graphs, scheduled celebrations,
2	Lack of self-esteem in academic abilities. Students do not believe they can be successful due to lack of prior academic success.	Develop lesson plans addressing students' self esteem.	All staff	Learning scales	LEAPS assessments
3	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	District professional development team Instructional coaches Administration Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting Common Core understanding	St. Lucie County Framework * Administrative classroom walkthroughs
4	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team Math coaches Administration Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County Framework Administrative/ teacher conferencing	St. Lucie County Framework Administrative classroom walkthroughs
5	Students have difficulty processing multi-step problems.	Provide students with step-by-step support for problem-solving.	Teachers Instructional coaches Department Heads	Observation of student independently applying step-by-step problem solving	Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry EOC assessment Teacher assessment identifying learning scales achievement of targeted goal-level 3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	By June 2013, 10% (*) of ED students will be proficient as shown on the EOC Geometry exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 100% of ED students were not proficient on the EOC Geometry exam	By June 2013, 10% (*) of ED students will be proficient as shown on the EOC Geometry exam

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack confidence in mathematics content and skills attainment.	Professional development in math manipulatives and concrete real-world applications of math.	Math Coach, Math Teachers	Classroom observations and lesson plans reflect use of concrete strategies.	SLC Benchmarks and FCAT/EOC assessments.
2	Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels	District professional development team Instructional coaches Administration Teacher	Administration observation of effective implementation with feedback * Teacher lesson design reflecting Common Core understanding.	St. Lucie County Framework Administrative classroom walkthroughs
3	A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	District professional development team Math coaches Administration Teacher	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	St. Lucie County Framework Administrative classroom walkthroughs
4	Students lack the schema necessary to solve real-world problems	Supporting students' background knowledge and situations that require the mathematics through real world videos and EDU2000.	Teachers Instructional Coaches	Observation of appropriate use of vocabulary in student written and oral Language.	Weekly assessments and St. Lucie County Benchmarks * Results from the 2013 Geometry EOC assessment Teacher assessment identifying learning scales achievement of targeted goal-level 3.

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
Implementation of Common Core Mathmatics	All areas of 6-12 Mathmatics	District Facilitator, Math Coach	Math Teachers	On going	Lesson Plans, Classroom Observations	Administration, Math Coach
Usage of Manipulatives	All areas of 6-12 Mathmatics	Math Coach	Math Teachers	On going- August to May	Classroom observations, Modeling	Administration, Math Coach
Professional Development to implement best practices for remediation of End of Course	All Areas of 6-12 Mathematics	Math Coach	Math Teachers	On going - August to May	Modeling and classroom Observations	Math Coach

Exams.						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Afterschool Tutoring	After school tutoring services for remediation of Algebra I EOC students.	Title I	$3,000.00
Usage of manipulatives to teach best practices to students taking Algebra I exams	Manipulatives	Title I	$1,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

End of 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:	By June of 2013, 100% of students in grade 11 will score at a Level 4,5,6 on the 2012-2013 FAA Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(*) student achieved a Level 4, 5or 6 in science on the 2011/2012 FAA assessment	100% students will achieve a Level 4, 5 or 6 in science on the 2012/2013 FAA assessment

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
	Students enroll in alternative education daily and transition each semester. As we enroll, we find most students lacking	Utilize Marzano strategies to chunk learning, pre-assess students in reading, writing and math, teach students	DCEC Faculty and Staff	Reading Lexile gains, pretest to post-test gains in reading, math, writing, science, FCAT and EOC data	Benchmark Assessments including pre/post and progess monitoring,

1	chunks of skill sets mostly due to attendance issues from behavioral suspensions from school, mobility from school to school or county/state.	Thinking Maps as organizational tools, provide agendas/planners to students and teach how to use, teachers use Kagan strategies in lesson design.			monthly writing prompts, FCAT, EOC data
2	Students enroll in alternative education having missed many days of school due to consequences associated with negative behaviors. This lack of attendance increases the likelihood of missing academic instruction in all content areas.	A protocol for small learning community (Houses) monthly DATA Chats concerning attendance, behavioral and academic data will be implemented.	Team Leaders, teachers and adminstration and Data Specialist	Individual student attendance on Skyward, Student Discipline Referrals, Classwork/Grades.	EOC's/FCAT and Benchmark Assessments
3	Lack of student engagement and motivation.	Use of Kagan Strategies embedded in lesson plans	Science Teachers	Mini assessments at completion of each concept and then remediate as needed. Monthly meetings of science curriculum team to analyze data.	Mini BATS, Formative and Summative Assessments.
4	Student misconception of scientific concepts.	Pre-assessment using scientific probes to determine misconception. Then building 5 E lesson plans to reform misconception.	Science Teachers	Mini assessments at completion of each concept and then remediate as needed. Monthly meetings of science curriculum team to analyze data.	Mini BATS, Formative and Summative Assessments.
5	Lack of hands on inquiry based research and experimentation.	Use of 5 E model in lesson plans Science Coach working with Science Teachers in classroom twice a month.	Science Teacher and Science Coach	Mini assessments at completion of each concept and then remediate as needed. Monthly meetings of science curriculum team to analyze data.	Mini BATS, Formative and Summative Assessments.
6	Students have not been adequately prepared for the rigor of EOC in core subject areas.	Review test item specs and benchmarks with teachers. Have teachers incorporate similar concepts and structures within the 75 minute block.	Teachers	Student assessment data from EOC structures designed by teachers.	Teacher designed EOC mini assessments.
7	Teachers need PD in new science adoptions.	Utilize district supported Science Fusion and new Physical Science adoptions.	District Science Team and school based admin/coach	Student data from benchmarks.	SLC Benchmarks
8	Opportunities for students to express their learning in regards to science content	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical, Life, Earth Space, and Nature of Science.	Science Teachers/Science Lead Teacher/ Administration	Monitor the implementation of inquiry based, hands-on activities/labs addressing the necessary benchmarks. Monitor the use of nonfiction writing (e.g., Lab Reports, Conclusion writing, Current Events, etc.)	Mini BATS, Formative and Summative Assessments, Benchmark Assessments
9	Train teachers to effectively implement Access Points.	Instructional staff will participate in department PLC	District PD Team ESE Specialists Administrative	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection

		opportunities	Team		Tools FAA
10	Opportunities for students to learn the language of science	Teachers will use a variety of data to plan science instruction and use teaching strategies that will enhance the instruction	Teacher Administration	Review FAA data and review data on teacher made tests	FAA Teacher made assessments
11	Poor foundational skills in Reading and math affect the success of students in the science curriculum.	Analyze Reading data to provide appropriate leveled science text and materials for struggling students.	Teacher Administration ESE Specialist	Review and monitoring of classroom assessments, teacher made tests, class work and FAA scores.	Curriculum based assessments, review of lesson plans, classroom observations

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:	By June of 2013, 10% (*) of students in grade 11 will score at a Level 7 on the 2012-2013 FAA Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(*) students achieved a Level 7 in science on the 2011/2012 FAA assessment	10% (*)students will achieve a Level 7 in science on the 2012/2013 FAA assessment

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 lack of effective use of Access Points in instructional planning.	Monthly training on Access Points to include webinars on cpalms. Teachers will incorporate their learning into their lesson plans and student activities.	ESE Specialist and Administration	Gains as evidenced by FAA, Brigance and observations.	FAA Brigance
2	Opportunities for students to learn the language of science	Teachers will use a variety of data to plan science instruction	Science Teachers/Science Lead Teacher/ Administration	Review FCAT data and review data on teacher made tests	Mini-BAT, Mini-Assessments,FCAT Data and Teacher made assessments
3	Poor foundational skills in Reading and math affect the success of students in the science curriculum.	Analyze Reading data to provide appropriate leveled science text and materials for struggling students.	Teacher Administration ESE Specialist	Review and monitoring of classroom assessments, teacher made tests, class work and FAA scores.	Curriculum based assessments, review of lesson plans, classroom observations
4	Train teachers to effectively implement Access Points.	Instructional staff will participate in department PLC opportunities	District PD Team ESE Specialists, Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection Tools FAA
5	Train teachers to effectively implement Access Points.	Instructional staff will participate in department PLC opportunities	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection Tools, FAA
6	Teachers need a better understanding of science language and components to differentiate instruction .	Develop Professional Learning Communities (PLC) of high school science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor	Teachers ESE Specialist Administrative Team Science Teachers	Administrative Observation with feedback Teacher lesson design using access points Debriefing sessions	Lesson study document Reflection tools

		through inquiry-based learning			
7	Student's ability to sequence appropriately to perform an experiment	Using sentence strips the student will learn to sequence activities from beginning to end	Teachers Administration	Teacher lesson plans	Teacher observations Pre/post test data FAA

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:	By June of 2013, 10% (*)of students in grade 8 will score at a Level 4 or 5 on the 2012-2013 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(*) students achieved a Level 4 or 5 in science on the 2011/2012 FCAT assessment.	10% (*)students will achieve a Level 4 or 5 in science on the 2012/2013 FCAT assessment.

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	Less than 10% of student population achieve Levels 4 or higher on reading, math or science assessments.	Professional Development on Text Complexity and Close Reading strategies.	Teachers, Administration	Lesson Plans reflect strategies to engage the learning in higher order thinking. Lesson plans will be collected and reviewed in smaller learning communities and within content groups to maintain pacing and rigor.	Lesson Plans reviewed and classroom observations.
2	Lack of hands on inquiry based research and experimentation.	Use of 5 E model in lesson plans. Science Coach working with Science Teachers in classroom twice a month.	Science Teacher and Science Coach	Mini assessments at completion of each concept and then remediate as needed. Monthly meetings of science curriculum team to analyze data.	Classroom observations, lesson plans with intended labs designed. Reflective conversations with teachers.
3	Students have not been adequately prepared for the rigor of EOC in core subject areas.	Review test item specs and benchmarks with teachers. Have teachers incorporate similar concepts and structures within the 90 minute block.	Science Teachers/Science Coach/Admin	Student assessment data from EOC structures designed by teachers	Teacher designed EOC mini assessments
4	Students need to master informational reading and nonfiction writing.	Infuse Science Texts into the Literacy Routine.	Classroom Teachers	Informal/Formal Observations, Student Work, Collaborative Grading Rubrics, and data from Student samples.	Writing Samples, FCAT Writing, Formative/ Summative Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	By June of 2013, 10% (*)of students in grade 8 will score at a Level 7 on the 2012-2013 FAA Science Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)students achieved a Level 7 in science on the 2011/2012 FAA assessment.	10% (*)of students will achieve a Level 7 in science on the 2012/2013 FAA assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have difficulty analyzing the Florida Alternative Assessment data to drive planning and instruction.	Professsional development in data analysis of the Florida Alternate Assessment for designing engaging lessons.	Administration and ESE Specialist	Lesson Plans reviewed and Classroom Observations.	Florida Alternate Assessment
2	Train teachers to effectively implement Access Points.	Instructional staff will participate in department PLC opportunities	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection Tools
3	Students have processing challenges for recalling information and supporting details that will limit their abilities to be to sequence steps in an experiment	Use strategies and methodologies to explicitly teach targeted identified deficit skills	Teachers Administrators ESE Specialist	Review of individual students pre/post test data FAA .	Data collection sheets Teacher made assessments FAA Teacher observation using a rubric
4	Students have decoding challenges that will limit their processing and comprehension of Science information	Use research-based strategies and methodologies to explicitly teach targeted identified deficit skills	Teachers Administrators ESE Specialist	Review of individual students pre/post test data FAA	Teacher made assessments FAA

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:	By June of 2013, 100% of students in grade 11 will score at a Level 4,5,6 on the 2012-2013 FAA Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(*) student achieved a Level 4, 5or 6 in science on the 2011/2012 FAA assessment	100% students will achieve a Level 4, 5 or 6 in science on the 2012/2013 FAA assessment

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	Train teachers to effectively implement Access Points.	Instructional staff will participate in department PLC	District PD Team ESE Specialists Administrative	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection

		opportunities	Team		Tools FAA
2	Opportunities for students to learn the language of science	Teachers will use a variety of data to plan science instruction and use teaching strategies that will enhance the instruction	Teacher Administration	Review FAA data and review data on teacher made tests	FAA Teacher made assessments
3	Poor foundational skills in Reading and math affect the success of students in the science curriculum.	Analyze Reading data to provide appropriate leveled science text and materials for struggling students.	Teacher Administration ESE Specialist	Review and monitoring of classroom assessments, teacher made tests, class work and FAA scores.	Curriculum based assessments, review of lesson plans, classroom observations

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:	By June of 2013, 10% (*) of students in grade 11 will score at a Level 7 on the 2012-2013 FAA Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(*) students achieved a Level 7 in science on the 2011/2012 FAA assessment	10% (*)students will achieve a Level 7 in science on the 2012/2013 FAA assessment

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	Train teachers to effectively implement Access Points.	Instructional staff will participate in department PLC opportunities	District PD Team ESE Specialists Administrative Team	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection Tools, FAA
2	Teachers need a better understanding of science language and components to differentiate instruction .	Develop Professional Learning Communities (PLC) of high school science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning	Teachers ESE Specialist Administrative Team Science Teachers	Administrative Observation with feedback Teacher lesson design using access points Debriefing sessions	Lesson study document Reflection tools
3	Student's ability to sequence appropriately to perform an experiment	Using sentence strips the student will learn to sequence activities from beginning to end	Teachers Administration	Teacher lesson plans	Teacher observations Pre/post test data FAA

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology.	By the end of the year, students will score an average 49 T-score or higher on the Florida End of Course

Biology Goal #1:	Biology exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current district mean T-score for biology students is 47. Our school's biology student mean t-score is 38.	The district mean T-score for biology students is projected to become 49. Our school's biology student meant-score is projected to become 49.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enroll in alternative education having missed many days of school due to consequences associated with negative behaviors. This lack of attendance increases the likelihood of missing academic instruction in all content areas.	A protocol for small learning community (Houses) monthly DATA Chats concerning attendance, behavioral and academic data will be implemented.	Team Leaders, teachers and adminstration and Data Specialist	Individual student attendance on Skyward, Student Discipline Referrals, Classwork/Grades.	EOC's/FCAT and Benchmark Assessments
2	Student background knowledge	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science. DQ2 Elements 6, 8, 12, 15 and 23 for teachers to establish background knowledge. In the long-term, have teachers in grades 6-8, utilize district-recommended lesson plans with assessments aligned to identified biology benchmarks to maximize opportunities for students to master content.	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	Florida End of Course Biology exam data. SLC Framework
3	Students have limited understanding of the biological processes and its purpose in society.	Students will participate in the research and research-based activities in order to understand the interconnectivity that biology has with other topics of study. DQ4 Elements 21, 22, and 23	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	School and district assessments will be administered to monitor student progress along with evaluation of scientific projects as determined by use of the common rubric.	Pre and interim assessments Florida End of Course Biology exam data. SLC Framework. Student Biology lab notebooks using the 5 E's through a 5-step process and student writing samples.
	Student motivation and seeing course content as relevant.	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for	Administration is responsible for monitoring the implementation of the identified	School and district assessments will be administered to monitor student progress and adjust	Florida End of Course Biology exam data. SLC Framework.

4		Science. DQ5 Elements 28, 29, and 32. Provide opportunities for students to write to inform. Provide students with opportunities to discuss integrate and evaluate science concepts and information using primary sources. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, scientific research and other graphic representations.	strategies using the SLC Framework	the instructional focus.	Student Biology lab manuals using the 5 E's through a 5-step process and student writing samples.

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:	By the end of the year, students will score an average 49 T-score or higher on the Florida End of Course Biology exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current district mean T-score for biology students is 47. Our school's biology student mean t-score is 38.	The district mean T-score for biology students is projected to become 49. Our school's biology student meant-score is projected to become 49.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation and seeing course content as relevant.	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science. DQ5 Elements 28, 29, and 32. Provide opportunities for students to write to inform. Provide students with opportunities to discuss integrate and evaluate science concepts and information using primary sources. Provide opportunities for students to strengthen their	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework	School and district assessments will be administered to monitor student progress and adjust the instructional focus.	Florida End of Course Biology exam data. SLC Framework. Student Biology lab manuals using the 5 E's through a 5-step process and student writing samples.

		abilities to read and interpret graph, charts, maps, timelines, scientific research and other graphic representations.			
2	Student background knowledge	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science. DQ2 Elements 6, 8, 12, 15 and 23 for teachers to establish background knowledge. In the long-term, have teachers in grades 6-8, utilize district-recommended lesson plans with assessments aligned to identified biology benchmarks to maximize opportunities for students to master content.	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	Florida End of Course Biology exam data. SLC Framework

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
Use of Biology Item Specs and CCSS	Grades 9th - 10th	Science Lead Teacher	10th grades	August 30	Learning goals/scales	Administration
Grades 6-8 NGSSS Benchmarks	Grades 6-8	Science Lead Teacher	6th - 8th grade	August 30	Learning goals/scales	Administration
Biology New textbook adoption	Grades 9th & 10th	Science Lead Teacher	10th grade	September 30	Learning goals/scales	Administration
Learning Goals/Scales	6th thru 12th	Administration	School-wide	August 30 and PD days throughout school year	Analysis of Learning goals/scales	Administration
Training in Digital Programs	Grades 6-12	District Science Program Specialist	Science Teachers	October 2012	Classroom Observations and Science Benchmark data reviewed quarterly	Science Team Leader and Administration

Science Budget:

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

Increase student achievement in Science across all curriculum	Lab base materials and supplies	Title I & School funds as available	$1,500.00
			Subtotal: $1,500.00

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

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

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:	By June 2013, 50% (40) will demonstrate level 3 or above on Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current data reflect 38% (33)of students taking the 2011 Writing FCAT scored a Level 3 or higher.	By June 2013, 50% (40)will demonstrate level 3 or above on Writing Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate a reluctance toward writing essays.	Teachers use Write Traits and Kagan strategies to engage students in the writing process.	Teachers	Progress monitoring of monthly writing prompts by English teachers. Cross-curricular writing within content areas to build intrinsic value for students.	Monthly writing prompt results reviewed and placed into Performance Matters data collection tool.
2	Knowledge of the Anchor Standards for Writing as outlined in the CCSS.	Conduct site based professional development to deepen understanding of Writing curriculum and expectations.	CCSS Site-based Grade Level/Department Representative Team Member (s) and Assistant Principal	Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	SLC Framework documentation FCAT 2.0 Writing Assessment
3	Identification of resources to support the use of writing exemplars in the design of lesson plans	Instructors will participate in Lesson Study targeting the use of CCSS Appendix C to design lessons using	Literacy Coach	Lesson Study observations and debriefing sessions	Lesson Study Documentation and Reflection Tools

		exemplars.			

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:	60% (*)of students will score proficient as measured by the writing portion of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (*) of students will score proficient as measured by the writing portion of the Florida Alternate Assessment.	60% (*)of students will score proficient as measured by the writing portion of the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' ability to sequence appropriately	Using writing exemplars from Appendix C of the CCSS, design a variety of lessons requiring students to deconstruct and reorganize passages sequentially	Administrative Team Literacy Coach ESE Chair Teacher.	Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	SLC Framework documentation
2	Students' ability to identify main idea and details within a paragraph.	Using sentence strips, students will practice sorting main idea and details into paragraphs.	Administrative Team Literacy Coach ESE Chair Teacher	Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	SLC Framework documentation

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
Write For the Future training	6-12	District Trainer	Language Arts and English Teachers	August 2012	Monthly Literacy meetings to follow up on strategies and non-fiction writing prompts in all content classrooms monitored.	Literacy Coach, Administration
Non-fiction Writing	6-12	Administration	All Teachers	August 2012	Monthly Literacy meetings to follow up on strategies and non-fiction writing prompts in all content classrooms monitored.	Literacy Coach, Administration

Writing Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Write For the Future Writing Program	Writing Resource used for Narrative, Exposiotry, Non-Fiction, Persuasive Writings		$500.00
			Subtotal: $500.00
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: $500.00

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:	By the end of the year, 20% (*)of students will score 70% or higher on the Civics SLC final exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NO DATA AVAILABLE FOR 2012	By the end of the year, 20% (*)of students will score 70% or higher on the Civics SLC final exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enroll in alternative education having missed many days of school due to consequences associated with negative behaviors. This lack of attendance increases the likelihood of missing academic instruction in all content areas.	A protocol for small learning community (Houses) monthly DATA Chats concerning attendance, behavioral and academic data will be implemented.	Team Leaders, teachers and adminstration and Data Specialist	Individual student attendance on Skyward, Student Discipline Referrals, Classwork/Grades.	EOC's/FCAT and Benchmark Assessments
	Student reading ability	All strategies will include appropriate and intentional CCSS reading and writing	Administration is responsible for monitoring the implementation of	School and district assessments will be administered to monitor student progress and	Pre and interim assessments SLC Civics final

2		literacy standards for History/Social Studies. Provide activities that allow students to interpret primary and secondary sources of information. Provide opportunities for students to examine opposing points of view on a variety of issues. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched. Provide opportunities for students to participate in project-based learning activities, including Project Citizen.	the identified strategies using the SLC Framework.	adjust the instructional focus.	exam SLC Framework. FCAT reading.
3	Teachers' effective use of instructional strategies	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. Emphasis on appropriate elements from DQ1, DQ2 and DQ3. Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	SLC Civics final exam data. SLC Framework. Individual class Project Citizen portfolio including 5-step process and student writing samples
4	Student background knowledge	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. DQ2 Elements 6, 8, 12,	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County	SLC Civics final exam data. SLC Framework.

		and 15 for teachers to establish background knowledge.		framework Administrative/teacher conferencing	
5	Students have limited understanding of civic engagement.	Students will participate in the research-based program “Project Citizen.” Emphasis will be on an in-depth understanding of citizen engagement in a public policy issue. DQ4 Elements 21, 22, and 23.	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	School and district assessments will be administered to monitor student progress along with evaluation of the Project Citizen portfolio as determined by use of the common rubric.	Pre and interim assessments SLC Civics final exam SLC Framework. Individual class Project Citizen Portfolio including 5-step process and student writing samples.

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:	By the end of the year, 20% (*)of students will score 70% or higher on the Civics SLC final exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NO DATA AVAILABLE FOR 2012	By the end of the year, 20% (*)of students will score 70% or higher on the Civics SLC final exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation and seeing course content as relevant.	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. DQ5 Elements 25, 29, and 32. Provide opportunities for students to write to inform and to persuade. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. Provide opportunities for students to	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	School and district assessments will be administered to monitor student progress and adjust the instructional focus.	SLC Civics final exam data. SLC Framework. Individual class Project Citizen portfolio including 5-step process and student writing samples.

		strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.			

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
Civics DBQ Project/CIS	Grade 7	DBQ Trainer	Grade level	September-March	Follow-up training, student work samples	Administration
Project Citizen	Grade 7	PC Trainer	Grade level	August-January	Portfolio	Administration
Use of Civics Item Specs and CCSS	Grade 7	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration

Civics Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Civics DBQ/CIS	Three Class set of materials and teacher resources	Title I/Title II	$1,950.00
			Subtotal: $1,950.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,950.00

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	By the end of the year, 10% of students will score 70% or higher on the US History EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
NO DATA AVAILABLE FOR 2012	By the end of the year, 10% of students will score 70% or higher on the US History 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	Students enroll in alternative education having missed many days of school due to consequences associated with negative behaviors. This lack of attendance increases the likelihood of missing academic instruction in all content areas.	A protocol for small learning community (Houses) monthly DATA Chats concerning attendance, behavioral and academic data will be implemented.	Team Leaders, teachers and adminstration and Data Specialist	Individual student attendance on Skyward, Student Discipline Referrals, Classwork/Grades.	EOC's/FCAT and Benchmark Assessments
2	Students have limited abilities in historical causation combined with limited content-specific vocabulary.	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. DQ2 Elements 6, 8, 12, and 15 for teacher to establish background knowledge. Provide activities which help students develop an understanding of the content-specific vocabulary taught in history. Provide activities which help students develop an understanding of historical causation.	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	School and district assessments will be administered to monitor student progress and adjust the instructional focus.	US History EOC. District and school assessments.
	Students have limited ability to understand and work with historical documents.	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. DQ3 Elements 15, 17, and 19. DQ4 Elements 21, 22,	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	School and district assessments, as well as regular DBQ-based writing assessments will be administered to monitor student progress and adjust the instructional focus.	US History EOC. District and school assessments. SLC Framework. Student writing samples from DBQ-based

3		and 23. DQ9 Elements 39, 40, and 41. Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations such as DBQ Project. Provide opportunities that allow students to interpret primary and secondary sources of information such as DBQ Project. Provide opportunities for students to examine opposing points of view on a variety of issues. Provide opportunities for students to write to inform and to persuade. Provide opportunities for students to participate in project-based learning activities, including History Fair.			activities. Scored rubric from History Fair.
4	Teachers' use of effective instructional strategies.	Teachers' use of effective instructional strategies.	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	US History EOC. District and school assessments. SLC Framework.

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:	By the end of the year, 10% (*) of students (n) will score 70% or higher on the US History EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
NO DATA AVAILABLE FOR 2012	By the end of the year, 10% (*) of students (n) will score 70% or higher on the US History EOC

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	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. DQ3 Elements 15, 17, and 19. DQ4 Elements 21, 22, and 23. Provide opportunities for students to research specific events and personalities in history using both print and non-print resources. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history.	All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies. DQ3 Elements 15, 17, and 19. DQ4 Elements 21, 22, and 23. Provide opportunities for students to research specific events and personalities in history using both print and non-print resources. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history.	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	School and district assessments will be administered to monitor student progress and adjust the instructional focus.	US History EOC. District and school assessments. SLC Framework.

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
Use of US History Item Specs and CCSS	Grade 11	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
US History DBQ Project/CIS	Grade 11	DBQ Trainer	Grade level	September-March	Follow-up training, student work samples	Administration

U.S. History Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
DBQ Project/CIS	Class set of materials and teacher resources	Title I/Title II	$575.00
			Subtotal: $575.00
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: $575.00

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:	By June 2013, the average daily attendance rate will increase by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
During the 2011-2012 school year, the average daily attendance rate was 79%	By June 2013, the average daily attendance rate will increase to at least 89%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
There were 77 (26%) students with 10 or more absences during the 2011 school year.	For the 2013 school year, there will be a reduction by 5% of the number of students with 10 or more days absent from school.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
There were (*) students or 3% with 10 or more tardies to school during the 2011 school year.	For the 2013 school year, there will be a reduction of tardies by 10% of the number of students with 10 or more tardies to school.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students assigned to alternative education schools do not value attending school regularly.	Provide incentives through PBS for regular attendance.	PBS Team	PBDP Staff will review attendance weekly.	Attendance Records
2	Many students have outside responsibilities that prohibit or curtail them from attending school.	Develop partnerships with community agencies to assist with support for students and their families.	ALL stakeholders	MTSS Team will review attendance weekly.	Anecdotal data from students, attendance records, family contact.
3	Students assigned to alternative education schools do not value attending school regularly.	Attendance Committee to meet on a monthly basis.	Administration, Data Clerk	Increase in daily attendance rate	Average Daily Attendance Rate

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
Truancy Prevention	K-12	Student Services/ District staff	All counselors and attendance staff	October 28,2012	A truancy Intervention Program will be developed during the PD. An Assistant Principal will monitor this implementation of the program	Assistant Principal and Counselor
Health and Wellness	Physical Education	District Staff Coordinator	PE/Health teachers, resource teachers	October 26,2012	Create a wellness council to monitor implementation of program	Administrators, School Nurse/Health Aide, and wellness

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention Best Practices and Model Truancy Programs Reimer, M. S., & Dimock, K. N.	Provide incentives for students with improved attendance. This publication focuses on those programs, approaches, and strategies that have already demonstrated success. Six critical components of successful truancy intervention programs are identified. This is the first publication in the Truancy Prevention in Action series. (2005)	Item Number: TP0502 Price: $9.50 each (Members: $7.60)	$7.60
			Subtotal: $7.60
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: $7.60

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:	By the end of the 2012-2013 school year, In School Suspensions and Out of School Suspensions will be decreased by 10%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
By June 2012, there were a total of 102 incidents of ISS.	By June 2013, there will be a 10% reduction in the number of ISS or 92 incidents.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
By June 2012, there were a total of 102 students where the consequence was ISS.	By June 2013, there will be a reduction in the number of students with ISS by 10% or 92 students.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were a total of 177 incidents of OSS by June 2012.	By June 2013, there will be a 10% reduction of OSS incidents or 159 cases.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
By June 2012, there were 177 students where the consequence was OSS.	By June 2013, there will be a reduction in the number of oss by 10% or 159 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	DCEC is an alternative education school, which is behavioral based where most students transition within 90 days of enrollment	Behavioral Intervention Classroom (BIC). Positive Behavioral Support (PBS). CHAMPS Crisis Prevention Intervention (CPI). Professional Crisis Management (PCM). LEAPS Social Skills. Mentoring class Mental Health Counselor- Full time on campus. Why Try strategies PEACE Curriculum	Mrs. Harden, Principal Mr. Alberti, Dean	MTSS Team will review data weekly.	Skyward and BIR
2	Positive peer interactions are difficult for our students.	Kagan Structures teach students how to work cooperatively.	Ms. Harden Principal Mr.Alberti & Dean's	classroom observations	Lesson plans Teacher evaluation
3	Students come to alternative education with the need for mental health assistance.	LEAPS is a screener for mental health needs. The mental health counselor will need training.	Mental Health Counselor	MTSS Team will review data weekly	Skyward and BIR
4	There are students on our campus in the most restrictive environment (ESE Center) which	Train staff members on PCM and/or CPI	PCM Trainer CPI Trainer	PCM data reflected in DOE reports	Physical restraint data

	have a long history of physical aggression.				
5	Because of having a transient population it is diffucult to build relationships wtih families and students.	Deans and/or Guidance Counselor will make contact with Parents will be provided with training on building an understanding of the SLC Student Code of Conduct. Family nights, Kids at Hope, CHAMPS, MTSS, Alternative to suspension, point and level system, PBS	Administrative team, PBS core team, MTSS core team, Kids at Hope Core Team	Monitor behavior incident reports and BIR data monthly.	BIR, PBS incentive log, family celebrations, MTSS data

---

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD to facilitate implemention of point sheets, PBS, CHAMPS	K-12	PBS core team? Administrator? Behavioral Analyst	School Wide. All faculty, staff, students, parents, community	Monthly	graphing PBS data, analyzing data, MTSS data	Administration, Behavior Analyst, PBS core team
PD on MTSS	K-12	MTSS Core Team members	All faculty	Monthly	MTSS data	MTSS Core Team members
Train 80% staff members on Crisis Prevention Intervention	K-12	District CPI Trainer	All staff	Annually	Monthly review and practice of strategies.	Team Leader for Behavior

---

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
	The Safe & Civil Schools Positive Behavioral Interventions and Supports (PBIS) Model is a multicomponent, multitiered, comprehensive approach to schoolwide improvement. Integrating applied behavior analysis, research on effective schools, and systems change management theory, the		

Attend Safe and Civil Schools Tranining Conference	intervention is an application of positive behavior support (PBS), a set of strategies or procedures designed to improve behavior by employing positive and systematic techniques. The intervention focuses on guiding members of an entire school staff in developing a schoolwide environment that is safe, civil, and conducive to learning. One of the core features of the Safe & Civil Schools PBIS Model is its emphasis on staff communication, collaboration, and cohesion. The intervention provides tools and strategies to help educators in elementary, middle, and high schools establish proactive, positive (nonpunitive), and instructional schoolwide discipline policies, manage student misbehavior and foster student motivation, and create a positive and productive school climate. It also aims to boost teacher satisfaction, contributing to increased teacher retention, and to engage students in the educational process, increasing their connectedness to the school community.	Title I	$7,500.00
			Subtotal: $7,500.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,500.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Survey 5 data reflect (*) students dropped out of school. Of those (*), (*) were expelled, (*) were withdrawn for non-attendance, and (*) student withdrew over 16 years of age with no intentions of pursuing future studies. By June 2013, there will be a reduction in dropout rate by 20%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
Survey 5 data reflect 12 students dropped out of school. Of those (*), (*) were expelled, (*) were withdrawn for non-attendance, and (*) student withdrew over 16 years of age with no intentions of pursuing future studies.	By June 2013, there will be a reduction in dropout rate by 20%. However, with the nature of alternative education, there is no comparison data available from year to year.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
n/a	n/a
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students placed in alternative education programs come with long histories of chronic attendance and behavioral problems.	Utilize MTSS team to monitor attendance and behavioral data weekly. Continue PBS school-wide model to promote positive experiences for students and reward good choices. Develop Tier 2 mentoring for students demonstrating at risk dropout behaviors in attendance or behavior. Develop Tier 3 Check in/out program for targeted high risk students. Communicate effectively with parents/care-givers bi-weekly.	All stakeholders	MTSS data meetings weekly, parent/caregiver logs reviewed, BIC data, attendance data monitored.	Attendance Data, Discipline Data, Behavior Intervention Data
2	Students and parents have a negative image of school.	Utilize Safe and Civil Schools structures to improve the school climate and work with families to extend the structures at home.	All Stakeholders	Review climate surveys and CHAMP Walkthrough data, monitor attendance and behavioral data.	Climate Survey and Attendance reports, suspension data from Skyward.

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
Building Authentic Relationships with At Risk Youth	K12	Administrators	All faculty	Monthly	Attendance Data	Administration
Safe and Civil Schools Training Conference	k12	Safe and Civil Schools Trainers	Administrations and Deans	Annual Training	Reviewing attendance, behavior and academic performance of students monthly.	Administration and MTSS Core Team

Dropout Prevention Budget:

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

Building Authentic Relationships With Youth At Risk provides all members of a school staff with an approach to connecting with students that has proven successful with all	National Dropout Prevention Center's Professional Development Series provides a new delivery system for supporting a school or school district's professional development program	Youth At Risk McGrane, G. Item Number: PD1102 Price: $50.00 each (Members: $40.00) Includes book and training DVD	$50.00
Helping Students Graduate: A Strategic Approach To Dropout Prevention Smink, J., & Schargel, F. P. (Eds.)	This book describes the 15 strategies identified by NDPC/N nationwide research. The research evidence is presented by many national experts and contains programmatic ideas for all high-risk students, including students with disabilities. The strategies provide school and community leaders with a framework to develop a comprehensive school improvement and dropout prevention program.		$34.95
			Subtotal: $84.95

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
Attend National Dropout Prevention Conference	24th Annual National Dropout Prevention Network Conference Orlando, FL, October 14 - 17, 2012 Sponsored by the National Dropout Prevention Center/Network in partnership with The Florida Department of Education, Bureau of Family and Community Outreach, Bureau of Exceptional Education and Student Services, 21st Century Community Learning Centers of Florida, Florida Association of School Social Workers, Florida Association of Alternative School Educators, State Farm Insurance, Scholastic, Inc., Orange County School District, Seminole County School District, Osceola County School District, Student Support Services Project/USF, and the Fostering Achievement Fellowship.	Title I	$1,200.00
			Subtotal: $1,200.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,284.95

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1:	Currently, all parents/caregivers attend a minimum of two meetings with school staff. By June 2012, there will be an

**Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	increase of parent/caregiver meeting opportunities to quarterly events with 50% attendance at each event.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Parents currently attend an entry orientation and exit transistion meeting for their child.	By June 2013, 50% of parents will attend quarterly academic conferencing with teachers and students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Work schedules, transportation and child care for families inhibit attendance at meetings.	Provide multiple opportunities for parents to participate in school conferences by increasing number of events, increasing time of day choices, increase methods of communication to include web-based, Skyward access, email, written, phone, etc.	Flavia Jagle, Team Leaders, Administration	Communication logs monitored quarterly, parent invitations/agendas, minutes from meetings, survey of climate.	Logs, minutes, surveys, attendance rosters.

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
PD to Provide multiple opportunities for parents to participate in school activities. Life after H.S. discussing financial aid for college bound stufents.	6-12	Flavia Jagle	School-wide	Monthly	Attendance of parent event. SAC	Administration
Annual Title I Meeting	6-12	Administration	All Parents	Annually	September 2012	Administration

Parent Involvement Budget:

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

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

Professional Development

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

Other

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

End of Parent Involvement Goal(s)

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

Evidence-based Program(s) / Material(s)

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	100 Book Challenge	Content Specific Text Sets	Title I	$10,000.00
Mathematics	Afterschool Tutoring	After school tutoring services for remediation of Algebra I EOC students.	Title I	$3,000.00
Mathematics	Usage of manipulatives to teach best practices to students taking Algebra I exams	Manipulatives	Title I	$1,000.00
Science	Increase student achievement in Science across all curriculum	Lab base materials and supplies	Title I & School funds as available	$1,500.00
Writing	Write For the Future Writing Program	Writing Resource used for Narrative, Exposiotry, Non-Fiction, Persuasive Writings		$500.00
Civics	Civics DBQ/CIS	Three Class set of materials and teacher resources	Title I/Title II	$1,950.00
U.S. History	DBQ Project/CIS	Class set of materials and teacher resources	Title I/Title II	$575.00
Attendance	Truancy Prevention Best Practices and Model Truancy Programs Reimer, M. S., & Dimock, K. N.	Provide incentives for students with improved attendance. This publication focuses on those programs, approaches, and strategies that have already demonstrated success. Six critical components of successful truancy intervention programs are identified. This is the first publication in the Truancy Prevention in Action series. (2005)	Item Number: TP0502 Price: $9.50 each (Members: $7.60)	$7.60
Dropout Prevention	Building Authentic Relationships With Youth At Risk provides all members of a school staff with an approach to connecting with students that has proven successful with all	National Dropout Prevention Center's Professional Development Series provides a new delivery system for supporting a school or school district's professional development program	Youth At Risk McGrane, G. Item Number: PD1102 Price: $50.00 each (Members: $40.00) Includes book and training DVD	$50.00
Dropout Prevention	Helping Students Graduate: A Strategic Approach To Dropout Prevention Smink, J., & Schargel, F. P. (Eds.)	This book describes the 15 strategies identified by NDPC/N nationwide research. The research evidence is presented by many national experts and contains programmatic ideas for all high-risk students, including students with disabilities. The strategies provide school and community leaders with a framework to develop a comprehensive school improvement and dropout prevention program.		$34.95
				Subtotal: $18,617.55
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Rosetta Stone Software	Language learning software used with Spanish speaking	District Supported	$1.00

		students.		
				Subtotal: $1.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	American Reading Company consultant	Provide Professional Development on the implementation of the content text sets and the usage of the IRLA.	Title I	$11,000.00
Reading	Florida Reading Association State Conference	Provide Professional Development on current best practices in reading and writing.	Title I	$1,000.00
Suspension	Attend Safe and Civil Schools Tranining Conference	The Safe & Civil Schools Positive Behavioral Interventions and Supports (PBIS) Model is a multicomponent, multitiered, comprehensive approach to schoolwide improvement. Integrating applied behavior analysis, research on effective schools, and systems change management theory, the intervention is an application of positive behavior support (PBS), a set of strategies or procedures designed to improve behavior by employing positive and systematic techniques. The intervention focuses on guiding members of an entire school staff in developing a schoolwide environment that is safe, civil, and conducive to learning. One of the core features of the Safe & Civil Schools PBIS Model is its emphasis on staff communication, collaboration, and cohesion. The intervention provides tools and strategies to help educators in elementary, middle, and high schools establish proactive, positive (nonpunitive), and instructional schoolwide discipline policies, manage student misbehavior and foster student motivation, and create a positive and productive school climate. It also aims to boost teacher satisfaction, contributing to increased teacher retention, and to engage students in the educational process, increasing their connectedness to the school community.	Title I	$7,500.00
		24th Annual National Dropout Prevention Network Conference Orlando, FL, October		

Dropout Prevention	Attend National Dropout Prevention Conference	14 - 17, 2012 Sponsored by the National Dropout Prevention Center/Network in partnership with The Florida Department of Education, Bureau of Family and Community Outreach, Bureau of Exceptional Education and Student Services, 21st Century Community Learning Centers of Florida, Florida Association of School Social Workers, Florida Association of Alternative School Educators, State Farm Insurance, Scholastic, Inc., Orange County School District, Seminole County School District, Osceola County School District, Student Support Services Project/USF, and the Fostering Achievement Fellowship.	Title I	$1,200.00
				Subtotal: $20,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Dialog Journals	A dialog journal is a written conversation in which a student and a teacher communicate regularly and carry on a private conversation. Dialog journals provide a communicative context for language and writing development.	Title I	$100.00
				Subtotal: $100.00
				Grand Total: $39,418.55

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

View uploaded file (Uploaded on 9/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Remaining SAC funds will be utilized for student and staff incentives as part of the Positive Behavioral Support Model of our school.	$2,000.00

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

Dale Cassens Education Complex Advisory Council is to assist in the preparation and evaluation of the school Improvement Plan, assist in the preparation of the school's annual budget, assist in planning Title I activites, and decides how lottery enhancement funds for school improvement will be spent.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found