

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: NEW BEGINNINGS HIGH SCHOOL

District Name: Polk

Principal: Ashlee Wright

SAC Chair: Linda Brown

Superintendent: Dr. Sherrie Nickell

Date of School Board Approval:

Last Modified on: 10/30/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Maria Alou	Bachelor of Arts: International Business Bachelor of Arts: Political Science	1	1	N/A due to first year administration 2011-2012

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
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					associated school year)
					New Beginnings do not have instructional coaches

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	Provide reimbursement to teachers who pass the subject area exams to add eligible endorsements on their teaching license.	Ashlee Wright	Ongoing	
2	Develop an individual plan of action and timeline to become Highly Qualified.	Maria Alou Terri Nelson	Ongoing	
3	Classroom walkthroughs which provide opportunities for feedback and instructional improvement.	Ashlee Wright Maria Alou Darrence Mcgriff Terri Nelson	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6	Attending Courses

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
9	22.2%(2)	55.6%(5)	11.1%(1)	0.0%(0)	44.4%(4)	33.3%(3)	0.0%(0)	0.0%(0)	11.1%(1)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mrs. Satinover		Bothe are working with special education students. The mentoring teachers can also provide input for IEP's	-Write IEP's -Design student plans -Serve as a team member on IEP's -Write consultations -Develop classroom goals and objectives -Design interventions -Create specific lesson plans to address students needs -Hold parent conferences together
		Both are	-Develop classroom goals and objectives -Develop behavior plan -Design interventions

Mrs. Hadley	Ms. Brice	teaching mathematics subject areas	-Create specific lesson plans -Hold parent conferences -Design and implement classroom management techniques
Mrs. Flores	Mrs. Williams	Both are teaching English subject areas	-Develop classroom goals and objectives -Develop behavior plan -Design interventions -Create specific lesson plans -Hold parent conferences -Design and implement classroom management techniques
Mrs. Pytko	Mr. Olawuyi	Both are teaching Science subject	-Develop classroom goals and objectives -Develop behavior plan -Design interventions -Create specific lesson plans -Hold parent conferences -Design and implement classroom management techniques

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

Services are provided to ensure that students requiring additional remediation are assisted through summer school and Extended School Services (ESY). The District coordinates with title II and Title III in ensuring staff development.

Title I, Part C- Migrant

Migrants liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure students need are met.

Title I, Part D

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology is implemented in the classrooms.

Title III

Services are provided through the district for education materials and ELL district support to improve the education of immigrant and English Language Learners.

Title X- Homeless

New Beginning's Mental Health Counselor provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide tutoring for level 1 readers, SAI funds will be used to expand the summer program to all level students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate community service, drug test and counseling.

Nutrition Programs

New Beginnings offers free breakfast and lunch to students that qualify.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

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.

Assistant Principal: Ensures school based team is implementing PS/RtI through the combination of meaningful collaborative teamwork, clear measurable implementation goals of intervention support through documentation; collection and analysis of PS/RtI skills, performance of staff, analyze student achievement data and identify areas for improvement and actions for change to be initiated, and consistently communicates with parents about all school based PS/RtI activities; ensures and participates in adequate professional learning to support PS/RtI Implementation; provides professional development and technical support to teachers and staff regarding data management and graphic display.

Mental Health Counselor: Assist the Assistant Principal in proving a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the Implementation of PS/RtI, Further assists the principal in the assessment of PS/RtI skills, Implements intervention support and documentation, professional learning, communication with parents concerning PS/RtI plans and activities. Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provided support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data based decision making activities. Provide quality services on issues ranging from program design to assessment, guiding and providing intervention with individual students, small group and whole class settings. Communication with child-serving community agencies to support the student's academics, emotional, behavioral and social success.

General Education Teacher: Offers core instruction information, facilitates student data collection, delivers Tier 1 instructions/intervention, collaborates with staff implement Tier 2 intervention, integrates core instructional activities/ material into tier 3 instruction, creates a joint intellectual effort with general education teacher. They identify systematic patterns of student needs while working with the district staff to identify appropriate evidence based intervention strategies. Participate in the collection, interpretation and analysis of data, facilitates development of intervention plans; provides support of intervention fidelity and documentation; assists in facilitation of data-based decision making activities.

ESE Facilitator: Assist the Assistant Principal in proving a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the Implementation of PS/RtI, Further assists the principal in the assessment of PS/RtI skills, Implements intervention support and documentation, professional learning, communication with parents concerning PS/RtI plans and activities. Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provided support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data based decision making activities. Provide quality services on issues ranging from program design to assessment, guiding and providing intervention with individual students, small group and whole class settings. Communication with child-serving community agencies to support the student's academics, emotional, behavioral and social success.

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

The PS/RtI leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The PS/RtI Leadership Team will meet at least once a month to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systematic level and identify students meeting or exceeding benchmarks as well as those at high risk for not meeting benchmarks. This will be done at least twice a year or more frequently if more data becomes available.
- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teachers and student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- Mental Health Counselor: assists in helping develop strategies based on students needs.
- Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence based intervention and support teachers in carrying out intervention plans.

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 PS/RtI Leadership Team plays a number of important roles in developing and implementing the school improvement plan, which uses PS/RtI to identify the struggling students and provide the individually needed instruction. Collaborative roles vary and include the following conditions to be met to have aligned process and procedures on a regular basis: quality instructional behavior support are in place, research based interventions are delivered, student progress is continuously monitored, data based documentation is maintained for each student, systematic documentation verifies that interventions are implemented with fidelity, integrity and the intended intensity. Decisions are made by collaborative cohesive team that reviews response and are required to complete a comprehensive evaluation.

Instructional consultation and problem solving models, upon which PS/RtI is based, are also used in NBHS' development and implementation plan. The PS/RtI team utilized as such, their knowledge of and ability to support empirically based instruction and monitor a child's response to that instruction. Combined PS/RtI team efforts are given knowledge of assessment and access to multiple instructional contexts. The team also provides data on Tier I, II, and III targets: academic, clear expectation, and systematic approach to teaching.

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.

NBHS' data based decision making process for identifying and serving students who are referred for learning difficulties, include students who are English Language Learners (ELL or ESOL). NBHS's PS/RtI service delivery model are based on three tiers of intervention with a student progressing from one tier to the next. Digital driven programs utilized provide baseline data- FCAT; Progress Monitoring- Compass, Mid-Year: Compass Baseline Testing Year-End diagnostic: FCAT.

Describe the plan to train staff on MTSS.

Professional Development meetings will be provided throughout the academic school year which is a requirement for NBHS staff members to participate. NBHS professional development plan is directly tied to the goals developed through the annual continuous improvement process. Areas of concern will be addressed as part of the professional development meetings. Teachers will be able to provide information and suggestions to implement an action plan customized to the current specific needs and concerns discussed. All follow-up/ action plans will be reviewed by the Principal and administrative staff and monitored for fidelity of implementation. Following implementation of the action/plan, individual report the result.

Describe the plan to support MTSS.

PS/RtI leadership team playing a certain number of roles in developing and implementing the school improvement plan will support the Multi- Tiered Systems of Support. PS/RtI will use the MTSS framework asking the following questions:

- What is the problem?
- Why is it occurring?
- What are we going to do about it?
- Is it working?

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

Assistant Principal: Ensure school based team is implementing PS/RtI through the combination of meaningful collaborative teamwork, clear measurable implementation goals of intervention support through documentation; collection and analysis of PS/RtI skills, performance of staff, analyze student achievement data and identify areas for improvement and actions for change to be initiated, and consistently communicates with parents about all school based PS/RtI activities; ensures and participates in adequate professional learning to support PS/RtI Implementation; provides professional development and technical support to teachers and staff regarding data management and graphic display.x

Dean of Academics: Assists the Assistant Principal in proving a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the implementation of PS/RtI, further assists the principal in the assessment of PS/RtI skills, implements intervention support and documentation, professional learning, communication with parents concerning PS/RtI plans and activities. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data based decision making activities.

General Education Teachers: Offers core instruction information, facilitate student data collection, delivers Tier1 instruction/ intervention, collaborates with staff to implement Tier 2 interventions, integrates core instructional activities/materials into tier 3 instruction, creates a joint intellectual effort with general education teacher. They identify systematic patterns of student needs while working with the district staff to identify appropriate evidence based intervention strategies. Participates in the collection, interpretation and analysis of data, facilitates development of intervention plans; provides support of intervention fidelity and documentation; assists in facilitation of data-based decision making activities.

Intensive Reading Teacher: Broadens the concept of assessment beyond the traditional models of intervention plans; provides support. Participates in the collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity documentation and assists in facilitation of data based decision making activities.

Mental Health Counselor: Provides quality services on issues ranging from program design to assessment, guiding and providing intervention with individual students, small group and whole class settings. Communicates with child-serving community agencies to support the student's academic, emotional, behavioral and social success.

ESE Facilitator: Assist the Assistant Principal in proving a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the Implementation of PS/RtI, Further assists the principal in the assessment of PS/RtI skills, Implements intervention support and documentation, professional learning, communication with parents concerning PS/RtI plans and activities. Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provided support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data based decision making activities. Provide quality services on issues ranging from program design to assessment, guiding and providing intervention with individual students, small group and whole class settings. Communication with child-serving community agencies to support the student's academics, emotional, behavioral and social success.

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

NBHS's school based LLT initiative is a multi-tiered approach to providing services and interventions to struggling learners at increasing levels of intensity. The LLT is used for making decisions about general, compensatory and special education, creating a well-integrated and seamless system of instruction and intervention guided by student outcome data. LLT relies on early identification of learning and behavioral needs, close collaboration among teachers and parents and a systematic commitment to locating and employing the necessary resources to ensure that students make adequate yearly gains. The LLT's function process begins by determining whether a student respond to intervention for identifying underachieving (SWD) students with specific learning disabilities. Eligibility under LLT is determined when a student's academics performance fails to improve even when increasingly intensive and empirically supported interventions have been implemented. Through consultations, each specific team member based on their area of expertise then assists with determinations. Principal present in the determination of eligibility for special education. Parent notification and involvement are documented. Progress monitoring and or benchmarking for credits earned and attendance.

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

NBHS's LLT play a number of important roles in developing and implementing the major initiatives, which include: using the LLT to identify struggling students and provide the individually needed instruction. Collaborative roles vary and include the following conditions to be met to have aligned processes and procedures on regular basis: quality instructional behavioral support are in place, research based intervention is delivered, student progress is continuously monitored, data based documentation is maintained for each student, systematic documentation verifies that interventions are implements with fidelity, integrity and intended intensity , decision are made by collaborative cohesive team of who review response data and are required to ensure comprehensive evaluation. Instructional consultation and problem solving models, upon which LLT us

based, are also used in our development and implementation plan. The LLT utilizes as such, their knowledge and ability to support empirically based instruction and monitor a student's response to that instruction. Combined LLT efforts are given knowledge of assessment and access to multiple instructional contexts. The team also provide data on Tier I,II,III target: Academic, clear expectation and systematic approach to teaching.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Not applicable to New Beginnings High School

*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.

Students are required to have advisory either first or last period of the day. This include "do now activities, 15 minutes explicit whole group instruction focusing on comprehension strategies to prepare students for FCAT (read-alouds, think aloud summaries, vocabulary building strategies, unlocking the meanings and phonics). Evidence will be shown through review of lesson plans, classroom observations and samples of student work.

*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?

All students are required to be on time and dressed accordingly to New Beginnings High School's uniform policy to help students be aware of the relevance of relationship between subjects and their future

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?

New Beginnings High School provide all student a variety of electives to choose from participate in to help create the career they desire to have.

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](#)

New Beginnings High School strives to improve postsecondary readiness by retrieval for students short of credits or needing to raise GPA's, offering electives and providing subject areas for students who are in danger of not graduating with their cohort.

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:	Increase percentage of students achieving level 3 or above in reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% of students scored achievement level 3 in Reading	3% increase in students achieving a level 3 in 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	Attendance is the primary barrier for students at NBHS which results in low test score in Reading	The truancy team along with the core Reading teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Reading Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentages of student attendance.
2	Lack of student engagement	Provide one on one time for students who are still struggling to understand	Reading teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
3	Lack of retent FCAT information.	FCAT practices will be provided for student to better prepare themselves for FCAT testing	Reading teachers and Dean of Academics	FCAT practice test will be provided to monitor student's progress of understanding	Grades and notes on students will be documented in Engrade to show whether FCAT practices is beneficial for each student.

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.	No students participated in the Florida Alternate Assessment
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Reading Goal #1b:	test
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students participated in the Florida Alternate Assessment test	No students participated in the Florida Alternate Assessment 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	Attendance is the primary barrier for students at NBHS which results in low test score in Reading	The truancy team along with the core Reading teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Reading Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentages of student attendance.
2	Lack of student engagement	Provide one on one time for students who are still struggling to understand	Reading teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
3	Lack of retenting FCAT information.	FCAT practices will be provided for student to better prepare themselves for FCAT testing	Reading teachers and Dean of Academics	FCAT practice test will be provided to monitor student's progress of understanding	Grades and notes on students will be documented in Engrade to show whether FCAT practices is beneficial for each student.

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:	Students scoring at a level 4 or above in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% of students scored at a level 4 or above in Reading FCAT	1% increase in the number of students scoring a level 4 or above in the Reading FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Attendance is the primary barrier for students at NBHS which results in low test score in Reading	The truancy team along with the core Reading teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Reading Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentages of student attendance.
2	Lack of student engagement	Provide one on one time for students who are still struggling to understand	Reading teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
3	Lack of retenting FCAT information.	FCAT practices will be provided for student to better prepare themselves for FCAT testing	English teachers and Dean of Academics	FCAT practice test will be provided to monitor student's progress of understanding	Grades and notes on students will be documented in Engrade to show whether FCAT practices is beneficial for each student.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	No students participated in the Florida Alternate Assessment test
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students participated in the Florida Alternate Assessment test	No students participated in the Florida Alternate Assessment 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	Attendance is the primary barrier for students at NBHS which results in low test score in Reading	The truancy team along with the core Reading teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Reading Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentages of student attendance.
	Lack of student engagement	Provide one on one time for students who are still	Reading teachers and Dean of	Scheduling brief one on one time for any	Forms will be created for

2		struggling to understand	Academics	students who have questions.	students and teachers to sign and verify when and where one on one time have taken placed. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
3	Lack of retent FCAT information.	FCAT practices will be provided for student to better prepare themselves for FCAT testing	Reading teachers and Dean of Academics	FCAT practice test will be provided to monitor student's progress of understanding	Grades and notes on students will be documented in Engrade to show whether FCAT practices is beneficial for each student.

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:	Increasing the percentage of students making learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% of students made learning gains in reading FCAT	At least 15% of the students will makes learning gains in FCAT Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance is the primary barrier for students at NBHS which results in low test score in Reading	The truancy team along with the core Reading teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Reading Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentages of student attendance.
2	Lack of student engagement	Provide one on one tine for students who are still struggling to understand	Reading teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions	Forms will be created for students and teachers to sign and verify when and where one on one time have taken placed. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
	Lack of retent FCAT information	FCAT practices will be provided for student to	Reading teachers and Dean of	FCAT practice test will be provided to monitor	Grades and notes on students will be

3		better prepare themselves for FCAT testing	Academics	student's progress of understanding	documented in Engrade to show whether FCAT practices is beneficial for each student.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	No students participated in the Florida Alternate Assessment test
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students participated in the Florida Alternate Assessment test	No students participated in the Florida Alternate Assessment 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	Attendance is the primary barrier for students at NBHS which results in low test score in Reading	The truancy team along with the core Reading teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Reading Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentages of student attendance.
2	Lack of student engagement	Provide one on one time for students who are still struggling to understand	Reading teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
3	Lack of retenting FCAT information.	FCAT practices will be provided for student to better prepare themselves for FCAT testing	Reading teachers and Dean of Academics	FCAT practice test will be provided to monitor student's progress of understanding	Grades and notes on students will be documented in Engrade to show whether FCAT practices is beneficial for each student.

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:	Increasing the percentage of students in lowest 25% making learning gains in reading
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2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of the students in lowest 25% made learning gains in reading	5% increase of students in lower 25% making learning gains in reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance is the primary barrier for students at NBHS which results in low test score in Reading	The truancy team along with the core Reading teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Reading Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentages of student attendance.
2	Lack of student engagement	Provide one on one time for students who are still struggling to understand	Reading teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
3	Lack of retenting FCAT information	FCAT practices will be provided for student to better prepare themselves for FCAT testing	Reading teachers and Dean of Academics	FCAT practice test will be provided to monitor student's progress of understanding	Grades and notes on students will be documented in Engrade to show whether FCAT practices is beneficial for each student.

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 #					
	School started 2011-2012					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Increase the percentage of student subgroups in making satisfactory progress in Compass Reading Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White- 63% did not make satisfactory progress in Compass Reading Black-55% did not make satisfactory progress in Compass Reading Hispanic- 44% did not make satisfactory progress in Compass Reading Asian- 100% did not make satisfactory progress in Compass Reading	Decrease 10% in all subgroups not making satisfactory progress in Compass Reading 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	Attendance is the primary barrier for students at NBHS which results in low test score in Reading	The truancy team along with the core Reading teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Reading Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentages of student attendance.
2	Lack of student engagement	Provide one on one time for students who are still struggling to understand	Reading teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.

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:	Increase percentage of English Language Learners not making satisfactory progress in Compass Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% of English Language Learners did not make satisfactory progress in Compass Reading	Decrease 10% in English Language Learners not making satisfactory progress in Compass Reading 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
	Attendance is the primary barrier for students at NBHS which results in low test score in Reading	The truancy team along with the core Reading teachers will monitor attendance and make necessary phone calls	Truancy team along with Reading Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to	Phone logs to record calls made to students and/or parents/guardians, and

1		and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.		determine if the truancy procedure/ policy is effective for improving student attendance.	records of home visits. Percentages of student attendance.
2	Lack of student engagement	Provide one on one time for students who are still struggling to understand	Reading teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions	Forms will be created for students and teachers to sign and verify when and where one on one time have taken placed. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.

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:	Increase the number of Students with Disabilities make satisfactory progress in Compass Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of Students with Disabilities did not make satisfactory progress in Compass Reading	Decrease 10% of Students with Disabilities not making satisfactory progress in Compass Reading 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	Attendance is the primary barrier for students at NBHS which results in low test score in Reading	The truancy team along with the core Reading teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Reading Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentages of student attendance.
2	Lack of student engagement	Provide one on one time for students who are still struggling to understand	Reading teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken placed. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase the percentage of Economically Disadvantage students making satisfactory progress in Compass Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% of Economically Disadvantage students did not make satisfactory progress in Compass Reading	Decrease 10% of Economically Disadvantage students not making satisfactory progress in Compass Reading 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
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						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
National Drop-out Prevention Conference	Conference	Title I	\$0.00

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Increase the number of CELLA students scoring proficient in listening/speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
In the state of Florida, 19% of the students scored at a proficient level in listening and speaking. New Beginnings will make it their goal to help increase the number of CELLA students score at proficient levels.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of engagement	Provide one on one time for students who are still struggling to understand	NBHS teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
2	Students acquisitioning of the English language.	Diversify the staff/teachers to reflect students and provide one on one time to build relationshipsn and making sure students are comfortable and willing to learn.	NBHS teachers and Dean of Academics	Monitor closely and document progress to better prepare CELLA students for the assessment test.	Monitoring grades and documenting one on one time for each ELL student.

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:	Increase the number of CELLA students scoring proficient in Reading.

2012 Current Percent of Students Proficient in reading:

In the state of Florida, 2% of the students scored at a proficient level in Reading. New Beginnings will make it their goal to help increase the number of CELLA students score at proficient levels.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of engagement	Provide one on one time for students who are still struggling to understand	NBHS teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
2	Students acquisition of the English language.	Diversify the staff/teachers to reflect students and provide one on one time to build relationships and making sure students are comfortable and willing to learn.	NBHS teachers and Dean of Academics	Monitor closely and document progress to better prepare CELLA students for the assessment test.	Monitoring grades and documenting one on one time for each ELL student.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Increase the number of CELLA students scoring proficient in Writing.

2012 Current Percent of Students Proficient in writing:

In the state of Florida, 2% of the students scored at a proficient level in Writing. New Beginnings will make it their goal to help increase the number of CELLA students score at proficient levels.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of asking questions for understanding	Provide one on one time for students who are still struggling to understand	NBHS teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting

					help and to also show proof that the teacher provided the help.
2	Not understanding the English language.	Hire Bilingual teachers by the number of specific languages speaking students to work in the classrooms and provide one on one time with ELL students. Teachers will build relationship with students and make sure students are comfortable and willing to learn.	NBHS teachers and Dean of Academics	Monitor closely and document progress to better prepare CELLA students for the assessment test.	Monitoring grades and documenting one on one time for each ELL student.

CELLA Budget:

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

End of CELLA Goals

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:	No students participated in the Florida Alternate Assessment test in the year 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students participated in the Florida Alternate Assessment test in the year 2012.	No students participated in the Florida Alternate Assessment test in the year 2012.

Problem-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	Attendance is the primary barrier for students at NBHS which results in low test scores in mathematics	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Mathematics Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentages of student attendance.
2	Lack of student engagement	Provide one on one time for students who are still struggling to understand	Mathematic's teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken placed. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.

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:	No students participated in the Florida Alternate Assessment test
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students participated in the Florida Alternate Assessment test	No students participated in the Florida Alternate Assessment 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	Attendance is the primary barrier for students at NBHS which results in low test scores in mathematics	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Mathematics Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentage of student attendance
2	Lack of student engagement	Provide one on one time for students who are still struggling to understand	Mathematic's teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.

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:	No students participated in the Florida Alternate Assessment test
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students participated in the Florida Alternate Assessment test	No students participated in the Florida Alternate Assessment 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
No Data Submitted				

High School Mathematics AMO Goals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Increase the number of students in each subgroup making satisfactory progress in Compass Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
White- 64% did not make satisfactory progress in mathematics Black- 48% did not make satisfactory progress in mathematics Hispanic- 41% did not make satisfactory progress in mathematics Asian- 100% did not make satisfactory progress in mathematics	Decrease 10% in all subgroups not making satisfactory progress in Compass 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	Teacher diversity that can reflect students.	Diversify the staff/ teachers to reflect students and provide one on one time to build relationships and making sure students are comfortable and willing to learn.	Administration	When problems occur teachers are able to have back up from the other teachers who has build an relationship with that specific student. Teachers with student relationships will help solve problems that can occur.	Reducing the percentage of administration involvement when problems can be solved amongst teachers.

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:	Increase the number of ELL students making satisfactory progress in Compass Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of ELL students made satisfactory progress in Compass Mathematics	Increase 10% of ELL students making satisfactory progress in Compass 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
	Students acquisitioning	Diversify the	Math teachers and	Monitor closely and	Monitoring grades

1	of the English language.	staff/teachers to reflect students and provide one on one time to build relationships and making sure students are comfortable and willing to learn.	Dean of Academics	document progress	and documenting one on one time for each ELL student.
2	Students lack of engagement	Provide one on one time for students who are still struggling to understand	Mathematic's teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
3	Attendance is the primary barrier for students at NBHS which results in low test score in mathematics	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues that is preventing the student from attending NBHS.	Truancy team along with Mathematics Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentage of student attendance

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:	Increasing the number of Students with Disabilities making satisfactory progress in Compass Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% of Student with Disabilities made satisfactory progress in Compass Mathematics	Decrease 10% in Students with Disabilities not making satisfactory progress in Compass 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	Staff awareness of students with disabilities	Provide classes, workshops or information on how to assist students with disabilities	Administration	Workshops, classes and information will be provided before and throughout the school year on how to assist students with disabilities.	Monitoring students with disabilities progress and evaluating teachers performance.
2	Students lack of engagement	Building a relationship with the students to gain cooperation and teachers asking the students if there is any need for their assistance.	Math teachers	Teacher will walk around the classroom and frequently stop by students who have disabilities to see if there is anything they can assist the students with.	Teachers will closely monitor student to make sure they stay on task.

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

of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Increase the number of Disadvantage students making satisfactory progress in Compass Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% of Economically Disadvantage students made satisfactory progress in Compass Mathematics.	Decrease 10% of Economically Disadvantage students not making satisfactory progress in Compass 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	Attendance is the primary barrier for students at NBHS which results in low test score in mathematics	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues that is preventing the student from attending NBHS.	Truancy team along with Mathematics Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentage of student attendance
2	Student awareness of education importance	Teachers providing information to students on the how important education is and receiving high school diploma	All teachers of NBHS	During Advisory, teachers will have a discussion on how Diplomas make a difference in continuing education or getting a job.	Increase numbers of graduates.

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:	Increasing the percentage of students scoring level 3 in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored a level 3 or above in End of Course Algebra	5% increase of students will score a level 3 or above in End-of-Course Algebra

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Attendance is the primary barrier for students at NBHS which results in low test score	The truancy team along with the core mathematics teachers will monitor attendance	Truancy team along with Mathematic Teachers	Truancy team will monitor the student's attendance and compare it to strategies	Phone logs to record calls made to students and/or parents/

1	in algebra classes	and make necessary phone calls and home visits to students and/or parents/guardians to assist with any issues which is preventing the student from attending NBHS.		used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	guardians, and records of home visits. Percentage of student attendance
2	Lack of retention for FCAT materials	FCAT practices will be provided for student to better prepare themselves for FCAT testing	Math Teachers and Dean of Academics	FCAT practice test will be provided to monitor student's progress of understanding	Grades and notes on students will be documented in Engrade to show whether FCAT practices is beneficial for each student.

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:	Increasing the chances for students achieving at a level 4 or above in Algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored a level 4 or above in Algebra EOC	A 5% increase of students will achieve a level 4 or above in algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will need to take higher level math courses and achieve high scores on assessment tests.	Teachers will need to encourage students to continue higher level math courses. Once level achievement has been reached, teachers will award students for their accomplishments of elevating to the next level preparing themselves for college-readiness.	Teacher and Dean of Academics	Teachers will inform students their performance levels are throughout the school year. Teachers will keep up with each student's level of performance and document.	Compare current school year to previous school year on the number increase of students who have achieved a level 4 in algebra.
2	Attendance is the primary barrier for students at NBHS which results in low test scores in mathematics	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Mathematics Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentage of student attendance

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:	No data to compare to due to first year Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data to compare to due to first year Geometry EOC	No data to compare to due to first year Geometry 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	Attendance is the primary barrier for students at NBHS which results in low test scores in mathematics	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Mathematics Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentage of student attendance
2	Students will need to take higher level math courses and achieve high scores on assessment tests.	Teachers will need to encourage students to continue higher level math courses. Once level achievement has been reached, teachers will award students for their accomplishments of elevating to the next level preparing themselves for college-readiness.	Teacher and Dean of Academics	Teachers will inform students their performance levels are throughout the school year. Teachers will keep up with each student's level of performance and document.	Compare current school year to previous school year on the number increase of students who have achieved a level 4 in algebra.
3	Lack of retention for FCAT material	FCAT practices will be provided for student to better prepare themselves for FCAT testing	Math Teachers and Dean of Academics	FCAT practice test will be provided to monitor student's progress of understanding	Grades and notes on students will be documented in Engrade to show whether FCAT practices is beneficial for each student.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	No data to compare to due to first year Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data to compare to due to first year Geometry EOC	No data to compare to due to first year Geometry EOC

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students will need to take higher level math courses and achieve high scores on assessment tests.	Teachers will need to encourage students to continue higher level math courses. Once level achievement has been reached, teachers will award students for their accomplishments of elevating to the next level preparing themselves for college-readiness.	Teacher and Dean of Academics	Teachers will inform students their performance levels are throughout the school year. Teachers will keep up with each student's level of performance and document.	Compare current school year to previous school year on the number increase of students who have achieved a level 4 in algebra.
2	Attendance is the primary barrier for students at NBHS which results in low test scores in mathematics	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues that is preventing the student from attending NBHS.	Truancy team along with Mathematics Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentage of student attendance
3	Lack of retention for FCAT materials	FCAT practices will be provided for student to better prepare themselves for FCAT testing	Math Teachers and Dean of Academics	FCAT practice test will be provided to monitor student's progress of understanding	Grades and notes on students will be documented in Engrade to show whether FCAT practices is beneficial for each student.

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
Training on effective ways to teach specific computations	All subjects/ 6-12 grade level		All Subject teachers	Fall/Spring	Monitor Lesson Plans	Administration
Odyssey Training	All subjects/ 6-12 grade level		All subject area teacher 9-12 grade level	Fall/Spring	Monitor usage of Odyssey	Administration
Student Interaction workshop	All subjects/ 6-12 grade level		All subject area teacher 9-12 grade level	Fall/Spring	Monitor Teacher Performance	Administration
FETC Conference	all subjects/ 6-12 grade level		Selected subject teachers and administration	Fall/Spring	Providing information received from FETC Conference and implementing them within the school	Administration
National Charter Conference	all subjects/ 6-12 grade level		Selected subject teachers and administration	Fall/ Spring	Providing information received from The National Charter School Conference and implementing them within the school.	Administration

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
National Drop-out Prevention Conference	Conference	New Beginnings	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		No students participated in the Florida Alternate Assessment test			
Science Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No students participated in the Florida Alternate Assessment test		No students participated in the Florida Alternate Assessment 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	Attendance is the primary barrier for students at NBHS which results in low test scores in science	The truancy team along with the core science teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents/ guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Science Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/ policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/ guardian, and records of home visits.

2	Lack of asking questions for understanding	Provide one on one time for students who are still struggling to understand	Science teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	No students participated in the Florida Alternate Assessment test
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students participated in the Florida Alternate Assessment test.	No students participated in the Florida Alternate Assessment 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	Attendance is the primary barrier for students at NBHS which results in low test score in science	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues that is preventing the student from attending NBHS.	Truancy team along with Science Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits.
2	Lack of asking questions for understanding	Provide one on one time for students who are still struggling to understand	Science teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	No data to compare to due to first year Biology EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data to compare to due to first year Biology EOC	No data to compare to due to first year Biology 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	Attendance is the primary barrier for students at NBHS which results in low test scores in science.	The Truancy team along with the core science teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents/guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team consisting of Linda Brown, Kimberly Carter, Alisande Cope, LeAnn Haley, Roxana Satinover, and Patricia Stephens along with Science teachers Linda Pytko and Olusegun Olawuyi.	The truancy team along with the science teachers will monitor the students' attendance and compare it to the strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardian, and records of home visits. Percentage of student attendance
2	Lack of student engagement	Provide one on one time for students who are still struggling to understand	Science teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.

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:	No data to compare to due to first year Biology EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:

No data to compare to due to first year Biology EOC.			No data to compare to due to first year Biology 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	Attendance is the primary barrier for students at NBHS which results in low test scores in science.	The Truancy team along with the core science teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents/guardians to assist with any issues which is preventing the student from attending NBHS.	Truancy team along with Science teachers	The truancy team along with the science teachers will monitor the students' attendance and compare it to the strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardian, and records of home visits Percentage of student attendance
2	Lack of student engagement.	Provide one on one time for students who are still struggling to understand	Science teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.

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
FETC Conference	All subjects/ 9-12 grade level		All subject area teacher 9-12 grade level	Fall/Spring	Providing information received from FETC Conference and implementing them within the school	Administration
Training on effective ways to teach specific computations	All subjects/ 9-12 grade level		All Subject teachers	Fall/Spring	Monitor Lesson Plans	Administration
Odyssey Training	All subjects/ 9-12 grade level		All subject area teacher 9-12 grade level	Fall/Spring	Monitor usage of Odyssey	Administration
Student Interaction workshop	All subjects/ 9-12 grade level		All subject area teacher 9-12 grade level	Fall/Spring	Monitor Teacher Performance	Administration
					Providing information	

National Charter Conference	All subjects/ 9-12 grade level	All subject area teacher 9-12 grade level	Fall/Spring	received from The National Charter School Conference and implementing them within the school.	Administration
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Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		In the 2012-2013 academic year, 60% of tenth graders and 50% of eighth graders will score a 3 or higher on the Florida Writes test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
10th—51% scored a three or higher 8th—38% scored a three or higher		10th—60% will score a three or higher 8th—50% will score a three or higher			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Academics Difficulty	Tutoring, Prompts	Mrs. Flores	Small groups, monthly practice prompts	Florida Writes+ Tenth Grade Rubric
	Attendance is the primary barrier for students at NBHS which results in low test	The truancy team along with the core mathematics teachers will monitor attendance	Truancy team along with English Teachers	Truancy team will monitor the student's attendance and compare it to strategies	Phone logs to record calls made to students and/or parents/

2	scores on FCAT 2.0	and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues that is preventing the student from attending NBHS.		used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	guardians, and records of home visits. Percentage of student attendance
3	Lack of student engagement	Provide one on one time for students who are still struggling to understand	English teachers and Dean of Academics	Scheduling brief one on one time for any students who have questions.	Forms will be created for students and teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
4	Lack of retent FCAT information.	FCAT practices will be provided for student to better prepare themselves for FCAT testing	English teachers and Dean of Academics	FCAT practice test will be provided to monitor student's progress of understanding	Grades and notes on students will be documented in Engrade to show whether FCAT practices is beneficial for each student.

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:	No Students participated in the Florida Alternate Assessment test
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Students participated in the Florida Alternate Assessment test	No Students participated in the Florida Alternate Assessment 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	Academic Difficulty	Tutoring, Prompts	Mrs. Flores	Small groups, monthly practice prompts	Florida Writes+ Tenth Grade Rubric
2	Attendance is the primary barrier for students at NBHS which results in low test scores in English	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues that is preventing the student from attending NBHS.	Truancy team along with Science teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentage of student attendance
	Lack of student engagement	Provide one on one time for students who are still struggling to	English teachers and Dean of Academics	Scheduling brief one on one time for any students who have	Forms will be created for students and

3		understand		questions.	teachers to sign and verify when and where one on one time have taken place. This will determine whether the student has taken the extra step of getting help and to also show proof that the teacher provided the help.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
National Charter Conference	All subjects/ 9-12 grade level		All Subject teachers	Fall/Spring	Providing information received from The National Charter School Conference and implementing them within the school.	Administration
Training on effective ways to teach specific computations	All subjects/ 9-12 grade level		All Subject teachers	Fall/Spring	Monitor Lesson Plans	Administration
Odyssey Training	All subjects/ 9-12 grade level		All Subject teachers	Fall/Spring	Monitor usage of Odyssey	Administration
Student Interaction workshop	All subjects/ 9-12 grade level		All Subject teachers	Fall/Spring	Monitor Teacher Performance	Administration
FETC Conference	All subjects/ 9-12 grade level		All Subject teachers	Fall/Spring	Providing information received from The National Charter School Conference and implementing them within the school.	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
National Drop-out Prevention Conference	Conference	New Beginnings	\$0.00

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

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Obtain students achieving level 3 in U.S. History
2012 Current Level of Performance:	2013 Expected Level of Performance:
Did not administer	Atleast 50% of students taking U.S. History will achieve a 3 by the year 2013-2014. 80% or higher is required to receive course credit.

Problem-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	Attendance is the primary barrier for students at NBHS which results in low test scores in mathematics	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues that is preventing the student from attending NBHS.	Truancy team along with History Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentage of student attendance

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:	Increasing the number for students achieving at a level 4 or above in U.S. History.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Did not administer	Atleast 50% of students taking U.S. History will achieve a 3 by the year 2013-2014. 80% or higher is required to receive course credit.

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance is the primary barrier for students at NBHS which results in low test scores in U.S. History	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues that is preventing the student from attending NBHS.	Truancy team along with History Teachers	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentage of student attendance

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
Training on effective ways to teach specific computations	All subjects/ 9-12 grade level		All Subject teachers	Fall/Spring	Monitor Lesson Plans	Administration
National Charter Conference	All subjects/ 9-12 grade level		Selected subject teachers and administration	Fall/Spring	Providing information received from The National Charter School Conference and implementing them within the school.	Administration
Odyssey Training	All subjects/ 9-12 grade level		All subject area teacher	Fall/Spring	Monitor usage of Odyssey	Administration
Student Interaction workshop	All subjects/ 9-12 grade level		All subject area teacher	Fall/Spring	Monitor Teacher Performance	Administration
FETC Conference	All subjects/ 9-12 grade level		Selected subject teachers and administration	Fall/Spring	Providing information received from The National Charter School Conference and implementing them within the school.	Administration

U.S. History Budget:

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

National Drop-out Prevention Conference	Conference	New Beginnings	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

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		Reduce the percentage of student absences during current school year			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
N/A		N/A			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
N/A		N/A			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
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 in need of childcare.	Students have access to parenting classes and child care while attending school.	Parenting Class Teacher & Academic Guidance Coordinator	Parenting class certification & student's utilization of childcare services.	Progress Reports, Student's completion of Parenting Class & student's child's attendance in daycare.
2	Students who are Employed and are not able to attend to school during certain hours.	NBHS offers flexible hours for students to attend school	Students & Guidance Counselor	Students who work will provide their work schedules to facilitate an adjustment in their school schedule.	Student's attendance
3	Attendance is the primary barrier for students at NBHS	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students	Truancy team	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the	Phone logs to record calls made to students and/or parents/guardians, and records of home visits.

	and/or parents, guardians to assist with any issues that is preventing the student from attending NBHS.	truancy procedure/policy is effective for improving student attendance.	Percentage of student attendance
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FETC Conference	All subjects/ 9-12 grade level		Selected subject teachers and administration	Fall/Spring	Providing information received from FETC Conference and implementing them within the school	Administration
Training on effective ways to teach specific computations	All subjects/ 9-12 grade level		All Subject teachers	Fall/Spring	Monitor Lesson Plans	Administration
Odyssey Training	All subjects/ 9-12 grade level		All Subject teachers	Fall/Spring	Monitor usage of Odyssey	Administration
Student Interaction workshop	All subjects/ 9-12 grade level		All Subject teachers	Fall/Spring	Monitor Teacher Performance	Administration
	All subjects/ 9-12 grade level		Selected subject teachers and administration	Fall/Spring	Providing information received from FETC Conference and implementing them within the school	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
National Drop-out Prevention Conference	Conference	New Beginnings	\$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

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Reduce the number of Out-of-School Suspension
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In-School Suspension is not offered	In-School Suspension is not offered
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In-School Suspension is not offered	In-School Suspension is not offered
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
10% of students has received out-of-school suspension	Out-of-school Suspension will reduce to 5% in the school year 2012-2013
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10% of students has received out-of-school suspension	Out-of-school Suspension will reduce to 5% in the school year 2012-2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insubordination Teacher knowledge of conflict before hand.	Use of redirection as a deterrent and an alternative to reduce suspensions. Preventive counseling with students.	Teachers & Dean of Administration	Number of students put in redirection, and out of school suspension.	Engrade Powerschool Compare the number of students in OSS from previous to current years.
2	Transportation issues that cause students tardiness.	Work with local Transit Authority to get students on time.	Teachers & Dean of Administration	Powerschool Discipline Data Discipline Interaction	Number of discipline interaction forms Powerschool

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
FETC Conference	all subjects/ 9-12 grade level		Selected subject teachers and administration	Fall/ Spring	Providing information received from The National Charter School Conference and implementing them within the school.	Administration
National Charter Conference	all subjects/ 9-12 grade level		Selected subject teachers and administration	Fall/ Spring	Providing information received from The National Charter School Conference and implementing them within the school.	Administration

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
National Drop-out Prevention Conference	Conference	New Beginnings	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Reduce the student dropout rate and increase number of graduates for the school year 2012-2013
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
109 students un-enrolled at New Beginnings High in the	50% decrease of student un-enrolling at New Beginnings

year 2012	High School in the year 2013
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
21 students graduated year 2011-2012	30 students are expected to graduate year 2012-2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance is the primary barrier for students at NBHS	The truancy team along with the core mathematics teachers will monitor attendance and make necessary phone calls and home visits to students and/or parents, guardians to assist with any issues that is preventing the student from attending NBHS.	Truancy team	Truancy team will monitor the student's attendance and compare it to strategies used (phone logs and home visits) to determine if the truancy procedure/policy is effective for improving student attendance.	Phone logs to record calls made to students and/or parents/guardians, and records of home visits. Percentage of student attendance
2	Students lack awareness of education importance	Teachers providing information to students on the how important education is and receiving high school diploma	All teachers of NBHS and Truancy team	During Advisory, teachers will have a discussion on how Diplomas make a difference in continuing education or getting a job.	Increase numbers of graduates.

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
National Charter Conference	all subjects/ 9-12 grade level		Selected subject teachers and administration	Fall/ Spring	Providing information received from The National Charter School Conference and implementing them within the school.	Administration
FETC Conference	all subjects/ 9-12 grade level		Selected subject teachers and administration	Fall/ Spring	Providing information received from The National Charter School Conference and implementing them within the school.	Administration

Dropout Prevention Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
National Drop-out Prevention Conference	Conference	New Beginnings	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase number of student's parents joining the school's Parent Involvement Team
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
.62 % (2) Current level of parent involvement	15% is expected for Level of Parent Involvement

Problem-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	Parents are not involved with the school or the student's progress	Increase awareness of the school through social media sites and have Teachers and Truancy Team communicate with parents/families.	Teachers, Public Relations, and Truancy Team members	Phone calls; written correspondence and home visits	Parent Call Logs; copies of correspondence; Home Visit Logs
2	Parents are unaware of student's progress	Parent Dinners will provide instructional tool to aid parents in understanding student's progress.	Parent Involvement Team	Parent/teacher conference meetings	Sign-in sheets and Evaluations

(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
National Charter Conference	all subjects/ 9-12 grade level		Selected subject teachers and administration	Fall/ Spring	Providing information received from The National Charter School Conference and implementing them within the school.	Administration
FETC Conference	all subjects/ 9-12 grade level		Selected subject teachers and administration	Fall/ Spring	Providing information received from The National Charter School Conference and implementing them within the school.	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
National Drop-out Prevention Conference	Conference	New Beginnings	\$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:		New Beginnings do not provide Career and Technical Education		
Problem-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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	National Drop-out Prevention Conference	Conference	Title I	\$0.00
CELLA	National Drop-out Prevention Conference	Conference	New Beginnings	\$0.00
Mathematics	National Drop-out Prevention Conference	Conference	New Beginnings	\$0.00
Science	National Drop-out Prevention Conference	Conference	New Beginnings	\$0.00
Writing	National Drop-out Prevention Conference	Conference	New Beginnings	\$0.00
U.S. History	National Drop-out Prevention Conference	Conference	New Beginnings	\$3,000.00
Attendance	National Drop-out Prevention Conference	Conference	New Beginnings	\$0.00
Suspension	National Drop-out Prevention Conference	Conference	New Beginnings	\$0.00
Dropout Prevention	National Drop-out Prevention Conference	Conference	New Beginnings	\$3,000.00
Parent Involvement	National Drop-out Prevention Conference	Conference	New Beginnings	\$0.00
				Subtotal: \$6,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$6,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business

and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

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