FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: City of Palms Charter High School	District Name: Lee
Principal: Sarah White	Superintendent: Dr. Joseph Burke
SAC Chair: NA	Date of School Board Approval: TBA

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Sarah White	**Degrees:** **BA-Marketing** Webber International University **MS-Educational Leadership** Nova Southeastern University **Certifications:** Elementary Ed K-6 ESE K-12	**6** (School's previous name was Life Skills Center of Lee County)	**6** 1-Assistant Administrator 5-Administrator	**2011-12** School Grade: N/A AYP: No (86% made AYP) FCAT Math: 29% proficient FCAT Reading: <5% proficient FCAT Writes: 75% proficient FCAT Science: <5% proficient **2010-11** School Grade: N/A AYP: No (84% made AYP) FCAT Math: 9% proficient FCAT Reading: <5% proficient FCAT Writes: 58% proficient FCAT Science: <5% proficient **2009-2010** School Grade: N/A AYP: No (82% made AYP) FCAT Math: 10% proficient FCAT Reading: <5% proficient FCAT Writes: 27% proficient **2008-2009** School Grade: N/A AYP: No (82% made AYP) FCAT Math: 11% proficient FCAT Reading: <5% proficient FCAT Writes: 59% proficient
Assistant Principal					

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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 ambitious but achievable annual measurable objective (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)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	N/A				

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
1. Regular meetings of new teachers with Administrator.	Administrator	Ongoing
2. Partnering new teachers, or teachers with less than 3 years' experience with veteran teachers/staff.	Administrator	Ongoing
3. Administration attends recruitment fairs throughout district and state.	Administrator	Ongoing
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and 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 instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	*Teacher s encouraged to attend any Professional Development that the District offers. *Teachers are reimbursed for classes and certification Testing fees.

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
8	0	25% (2)	50% (4)	25% (2)	25% (2)	100%	25% (2)	0	25% (2)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
None at this time		Any first year teacher with a veteran teacher.	Co-teaching and modeling classes, meet regularly, contact for questions aside from administration.

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Additional Requirements

*Coordination and Integration-*Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Problem-Solving Team for City of Palms Charter High School consists of the following members:

Riley Ware/ESE Teacher
Georgialee Espino/ESOL/ELL Representative
Saundra Saldana/School Counselor
Lianro Wagner-Smith/School Psychologist
Speech-Language Therapist/As needed
Instructional Staff/As needed
Sarah White/Principal

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

The MTSS Problem-Solving team at City of Palms Charter High School meets on a "as needed basis" to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher
- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Speech-Language Pathologist
- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal
- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist
- Often MTSS Team facilitators

- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist
- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
  Provide ELL interventions at all tiers

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems
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. City of Palms Charter High School utilizes the data management system, Power School and the District's database MAINFRAME. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.
Describe the plan to train staff on MTSS. The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.
Describe the plan to support MTSS. The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Christine Peete/Reading Teacher Riley Ware/ESE Teacher Alexandra Rohner/English Teacher Sarah White/Principal
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). This team meets regularly (at least quarterly) to discuss FCAT Reading strategies and to review student academic achievement. The team reviews data including previous FCAT scores, current reading levels, and current TABE scores to determine and outline our instructional focus.
What will be the major initiatives of the LLT this year? Reading across the curriculum and increasing FCAT Reading scores. Including direct instruction in reading remediation, TABE testing, and FCAT Explorer.

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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*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.

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*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

| Daily remediation is delivered "whole group" through direct instruction in the areas of Reading and Language. Daily remediation is taught by the subject area teachers. Lessons are taught at the end of each day. Students must complete the 45-minute lessons prior to leaving each day. Study groups are held throughout the year with subject area teachers working with students on focus lessons geared towards FCAT testing strategies. | |

*High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

| "Why are we learning this?" is a daily question for teachers and students to ask each other. The "Daily Direct Instruction/Remediation Program" provides an article based on current events, or a realistic connection of why they are learning what is being taught that day. Each student must read and answer 5 questions about the article prior to leaving for the day.   Our vocational specialist teaches job readiness classes that must be completed by every student to successfully complete our program. These classes include, but are not limited to, job searching skills, resume building, interview skills, and personal development. Completion of the vocational courses makes our students viable for gainful employment. In addition, guest speakers are brought in weekly to discuss different jobs and the requirements to become employed in these jobs. Speakers have included a large spectrum of professions from doctors and lawyers to carpenters, barbers, store managers, etc. Speakers emphasize the importance of a high school and post-secondary education. They focus on the relevance of the courses the students are currently taking and how education will influence their future careers. | |

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?

| City of Palms Charter High School integrates core curriculum classes with the "Phillip Roy Vocational Curriculum" and a select offering of business classes, including the entire "How to Master" business programs.   By taking these courses, participating in mandatory meetings with our Vocational Specialist, and through preparation of Individualized Learning Plans for each student, we are able to identify where the student is currently and where they want to go after high school graduation. We tailor a plan to help them successfully realize their goals.

In addition, students receive assistance in completing college and financial aid applications. | |

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Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

The school's percentage of graduates completing a standard diploma curriculum is 75%. Although the majority of our students do not enter college, our school is focused on creating a greater emphasis on postsecondary planning. Academically we focus on math and reading preparedness for our students that are not college bound. We encourage our teachers and staff to discuss the student's future plans and to help each student develop a course of action to succeed once the student successfully graduates from high school. We also have each student speak with a Guidance Counselor regarding their postsecondary plans in terms of college, trade school, military, or work force. This includes sharing information and reviewing the eligibility for Bright Futures, and requirements for admission to college, trade school, or the military and what they need to make themselves employable. We host annual college fairs, military fairs, and trade school fairs. During common planning, teachers review each student's individual learning plans. These plans track progress towards graduation requirements, Bright Futures requirements, and job placement. Our School Counselor provides information regarding community resources available for housing, childcare assistance, and government assistance for students in need of these services. Staff intervenes and helps assist each student as necessary.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			**1.1.** **Attendance of less than 80%**	**1.1.** **Phone calls, letters sent home, home visits, and attendance incentives**	**1.1. Administration and Guidance Counselor**	**1.1.** **Daily monitoring of increase or decrease in attendance**	**1.1.** **Attendance reports – Student Information System**
Reading Goal #1A: **In 2011-12, 4% (8/200) of students scored at or above a level 3 on the administration of FCAT Reading.** **In 2012-13, we will improve to 5% as measured by the FCAT report**.	2012 Current Level of Performance:* **In 2011-12, 4% (8/200) of students scored at or above a level 3 on the administration of FCAT Reading.**	2013 Expected Level of Performance:* **In 2012-13, we will improve to 5% as measured by the FCAT report**.					
			1.2. **Remediation ineffective when students are behind 2-3 years academically and attend less than 80% of the time**	**1.2.** **Co-teach classes to enable staff to provide individual and small group instruction when students are present.**	**1.2.** **Administration and Instructional Staff**	**1.2.** **Daily monitoring of increase or decrease in attendance; Review of FCAT scores and other reading assessment tools (TABE)**	**1.2.** **Attendance reports – Student Information System; FCAT Scores; TABE assessment tools**
			1.3. **Dropout rate > 15%**	**1.3.** **Phone calls, letters sent home, home visits, and attendance incentives**	**1.3.** **Administration and Guidance Counselor**	**1.3.** **Daily monitoring of increase or decrease in attendance**	**1.3.** **Attendance reports – Student Information System**

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: **N/A**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			**2.1 Attendance of less than 80%**	**2.1 Phone calls, letters sent home, home visits, and attendance incentives**	**2.1 Administration and Guidance Counselor**	**2.1 Daily monitoring of increase or decrease in attendance**	**2.1 Attendance reports – Student Information System**
Reading Goal #2A: **In 2011-12, ZERO% of our current students performed on Level 4/5.** **In 2012-13, 2% (4/200) of students will score at or above Level 4/5 on the administration of FCAT Reading.**	2012 Current Level of Performance:* **ZERO% of our current students performed on Level 4/5.**	2013 Expected Level of Performance:* **2% (4/200) of our current students will perform on Level 4/5.**					
			2.2. Remediation ineffective when students are behind 2-3 years academically and attend less than 80% of the time	**2.2. Co-teach classes to enable staff to provide individual and small group instruction when students are present.**	**2.2. Administration and Instructional Staff**	**2.2. Daily monitoring of increase or decrease in attendance; Review of FCAT scores and other reading assessment tools (TABE)**	**2.2. Attendance reports – Student Information System; FCAT Scores; TABE assessment tools**
			2.3. Dropout rate > 15%	**2.3. Phone calls, letters sent home, home visits, and attendance incentives**	**2.3. Administration and Guidance Counselor**	**2.3. Daily monitoring of increase or decrease in attendance**	**2.3. Attendance reports – Student Information System**
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3A: **In 2011-12, 86% of students (189/220) made AYP during the 2010-11 administration of the FCAT Reading.** **In 2012-13, 88% (176/200) of current students will make learning gains in reading during the 2011-12 administration of the FCAT Reading**	2012 Current Level of Performance:* **86% of students (189/220) made AYP during the 2011-12 administration of the FCAT Reading.**	2013 Expected Level of Performance:* **88% (176/200) of current students will make learning gains in reading during the 2012-13 administration of the FCAT Reading**	3.1 **Attendance of less than 80%**	3.1 **Phone calls, letters sent home, home visits, and attendance incentives**	3.1 **Administration and Guidance Counselor**	3.1 **Daily monitoring of increase or decrease in attendance**	3.1 **Attendance reports – Student Information System**
			3.2. **Remediation ineffective when students are behind 2-3 years academically and attend less than 80% of the time**	3.2. **Co-teach classes to enable staff to provide individual and small group instruction when students are present.**	3.2. **Administration and Instructional Staff**	3.2. **Daily monitoring of increase or decrease in attendance; Review of FCAT scores and other reading assessment tools (TABE)**	3.2. **Attendance reports – Student Information System; FCAT Scores; TABE assessment tools**
			3.3. **Dropout rate > 15%**	3.3. **Phone calls, letters sent home, home visits, and attendance incentives**	3.3. **Administration and Guidance Counselor**	3.3. **Daily monitoring of increase or decrease in attendance**	3.3. **Attendance reports – Student Information System**

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Reading Goal #4: **N/A** **In 2011-12, less than 5% of students passed the Reading FCAT, although 86% of students made learning gains.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** **In 2010-11 <4% of our students scored a level 3 on the administration of the Reading FCAT.**	4%	12%	20%	28%	36%	48%
Reading Goal #5A: **In 2011-12, 4% (8/200) of students scored a level 3 on the administration of FCAT Reading.** **In 2012-13, we will improve to 12% as measured by the FCAT report.**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Reading Goal #5B: **N/A** **Less than 5% (11/220) of students passed the Reading FCAT.** **ONLY one subgroup (Black). Already addressed in the previous goals written.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: **N/A** **Less than 5% (11/220) of students passed the Reading FCAT.** **English Language Learners represent <1% (,1/200) of our students. Already addressed in the previous goals written.**	2012 Current Level of Performance:* **<1% (1/200)**	2013 Expected Level of Performance:* **>1% (1/200)**					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: **Less than 5% (11/220) of students passed the Reading FCAT.** **Students with Disabilities (SWD) represent <1% (<1/200) of our**	2012 Current Level of Performance:* **<1%**	2013 Expected Level of Performance:* **>1%**					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

students. Already addressed in the previous goals written.					

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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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: **N/A** **Less than 5% (11/220) of students passed the Reading FCAT.** **Economically Disadvantaged Students represent >95% (190/200) of our students. Already addressed in the previous goals written.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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
In 2012-13, the percentage of students scoring below grade level on the FCAT Reading Test will decrease from 96% to 88% as reported by	**Grade 10 - Differentiated Instruction and raising Reading Levels.**	**Apex Training Best Practices Training- LCSD**	**School wide**	**August 2012 / April 2013** **Monthly Meetings for Differentiated Instruction**	**FCAT scores, Reading Assessments, TABE Assessments, Classroom Visits**	**Principal,** **Reading and English Teachers**

August 2012
Rule 6A-1.099811
Revised April 29, 2011

the AYP report.						

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
APEX Curriculum Training	Online Curriculum	FEFP	$15,000
			Subtotal: 15,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Conferences/Seminar	In-service/Conference		$2,000
			Subtotal: 2,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 17,000
			Total: $17,000

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: **N/A**	2012 Current Percent of Students Proficient in Listening/Speaking:	1.1.	1.1.	1.1.	1.1.	1.1.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading: *Enter numerical data for current level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

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<u>Elementary School Mathematics Goals</u>

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A:							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B:	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1: / 2012 Current Level of Performance:* / 2013 Expected Level of Performance:*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2: *Enter narrative for the goal in this box.* / 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3.	2.3.	2.3.	2.3.	2.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1. Algebra 1 Goal #1: **In 2011-12, 21% of our students scored Level 3 on the Algebra I EOC. In 12-13, we will improve to 25% as measured by the _ALG1 EOC_ report.**	2012 Current Level of Performance:* **21% (46/220**	2013 Expected Level of Performance:* *25% (55/220)*	**1.2. Attendance of less than 80%**	**1.1. Phone calls, letters sent home, home visits, and attendance incentives**	**1.1. Administration and Guidance Counselor**	**1.1. Daily monitoring of increase or decrease in attendance**	**1.1. Attendance reports – Student Information System**
			1.2. Remediation ineffective when students are behind 2-3 years academically and attend less than 80% of the time	**1.2. Co-teach classes to enable staff to provide individual and small group instruction when students are present.**	**1.2. Administration and Instructional Staff**	**1.2. Daily monitoring of increase or decrease in attendance; Review of FCAT scores and other reading assessment tools (TABE)**	**1.2. Attendance reports – Student Information System; FCAT Scores; TABE assessment tools**
			1.3. Dropout rate > 15%	**1.3. Phone calls, letters sent home, home visits, and attendance incentives**	**1.3. Administration and Guidance Counselor**	**1.3. Daily monitoring of increase or decrease in attendance**	**1.3. Attendance reports – Student Information System**
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1 Attendance of less than 80%	2.1 Phone calls, letters sent home, home visits, and attendance incentives	2.1 Administration and Guidance Counselor	2.1 Daily monitoring of increase or decrease in attendance	2.1 Attendance reports – Student Information System
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012-13, 25% (46/220) of students will score at or above Level 4/5 on the administration of ALG1 EOC.	*0% 0/220)*	*2% (4/220)*					
			2.2. Remediation ineffective when students are behind 2-3 years academically and attend less than 80% of the time	2.2. Co-teach classes to enable staff to provide individual and small group instruction when students are present.	2.2. Administration and Instructional Staff	2.2. Daily monitoring of increase or decrease in attendance; Review of FCAT scores and other reading assessment tools (TABE)	2.2. Attendance reports – Student Information System; FCAT Scores; TABE assessment tools
			2.3. Dropout rate > 15%	2.3. Phone calls, letters sent home, home visits, and attendance incentives	2.3. Administration and Guidance Counselor	2.3. Daily monitoring of increase or decrease in attendance	2.3. Attendance reports – Student Information System

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Baseline data 2010-2011 _9%_	21%	27%	33%	39%	45%	52%

Algebra 1 Goal #3A:

In 2011-12, 21% of students scored a level 3 on the administration of ALG1 EOC
In 2012-13, we will improve to 25% as measured by the ALG1 EOC report.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: _N/A_ **Less than 21% (46/220) of students passed the Mathematics ALG1 EOC. ONLY one subgroup (Black). Already addressed in the previous goals written.**	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._ White: Black: Hispanic: Asian: American Indian: / 2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._ White: Black: Hispanic: Asian: American Indian:					
	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: *N/A* **Less than 21% (46/220) of students passed the Mathematics ALG1 EOC. ONLY one subgroup (Black). Already addressed in the previous goals written.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: *N/A* **Less than 21% (46/220) of students passed the Mathematics ALG1 EOC. ONLY one subgroup (Black). Already addressed in the previous goals written.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: *N/A* **Less than 21% (46/220) of students passed the Mathematics ALG1 EOC. ONLY one subgroup (Black). Already addressed in the previous goals written.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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<u>Geometry End-of-Course Goals</u> *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1: **In 2011-12, 0% of students scored a level 3 on the administration of ALG1 EOC** **In 2012-13, we will improve to 5% as measured by the ALG1 EOC report.**	2012 Current Level of Performance:* *0% (0/220)*	2013 Expected Level of Performance:* *5% (11/220)*	3.1 **Attendance of less than 80%**	3.1 **Phone calls, letters sent home, home visits, and attendance incentives**	3.1 **Administration and Guidance Counselor**	3.1 **Daily monitoring of increase or decrease in attendance**	3.1 **Attendance reports – Student Information System**
			3.2. **Remediation ineffective when students are behind 2-3 years academically and attend less than 80% of the time**	3.2. **Co-teach classes to enable staff to provide individual and small group instruction when students are present.**	3.2. **Administration and Instructional Staff**	3.2. **Daily monitoring of increase or decrease in attendance; Review of FCAT scores and other reading assessment tools (TABE)**	3.2. **Attendance reports – Student Information System; FCAT Scores; TABE assessment tools**
			3.3. **Dropout rate > 15%**	3.3. **Phone calls, letters sent home, home visits, and attendance incentives**	3.3. **Administration and Guidance Counselor**	3.3. **Daily monitoring of increase or decrease in attendance**	3.3. **Attendance reports – Student Information System**

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2: **In 2011-12, 0% of students scored a level 3 on the administration of ALG1 EOC In 2012-13, we will improve to 5% as measured by the ALG1 EOC report.**	2012 Current Level of Performance:* *0% (0/220)*	2013 Expected Level of Performance:* *2% (4/220)*	**3.1** **Attendance of less than 80%**	**3.1** **Phone calls, letters sent home, home visits, and attendance incentives**	**3.1** **Administration and Guidance Counselor**	**3.1** **Daily monitoring of increase or decrease in attendance**	**3.1** **Attendance reports – Student Information System**
			3.2. **Remediation ineffective when students are behind 2-3 years academically and attend less than 80% of the time**	**3.2.** **Co-teach classes to enable staff to provide individual and small group instruction when students are present.**	**3.2.** **Administration and Instructional Staff**	**3.2.** **Daily monitoring of increase or decrease in attendance; Review of FCAT scores and other reading assessment tools (TABE)**	**3.2.** **Attendance reports – Student Information System; FCAT Scores; TABE assessment tools**
			3.3. **Dropout rate > 15%**	**3.3.** **Phone calls, letters sent home, home visits, and attendance incentives**	**3.3.** **Administration and Guidance Counselor**	**3.3.** **Daily monitoring of increase or decrease in attendance**	**3.3.** **Attendance reports – Student Information System**

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012** **0%**	8%	16%	24%	32%	40%
Geometry Goal #3A: **In 2012-13, we will improve to 5% as measured by the ALG1 EOC report.**						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: *N/A* **0% (0/220) of students passed the Mathematics GEOMETRY EOC.** **There were <10 students tested; therefore there was not enough students to categorize as a subgroup.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C *N/A* **0% (0/220) of students passed the Mathematics GEOMETRY EOC.** **There were <10 students tested; therefore there was not enough students to categorize as a subgroup.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: *N/A* **0% (0/220) of students passed the Mathematics GEOMETRY EOC.** **There were <10 students tested; therefore there was**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

not enough students to categorize as a subgroup.						

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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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: *N/A* **0% (0/220) of students passed the Mathematics GEOMETRY EOC.** **There were <10 students tested on this; therefore there was not enough students to categorize as a subgroup.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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
In 2011-12, the percentage of students scoring below grade level on the EOC Mathematics Tests will decrease from 79% (174/220) to 70%	**Grade 10 - Differentiated Instruction and raising Math Levels.**	**APEX Training and Differentiated Instruction**	**School wide**	**August 2012 / April 2013** **Monthly Meetings for Differentiated Instruction**	**FCAT scores, Mathematics Assessments, TABE Assessments, Classroom Visits**	**Principal, Mathematics Teachers**

(140/200) as reported by the AYP report.						

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
EOC Mathematics Strategies	**District Training**	**Paid by DISTRICT**	**$0**
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
APEX Curriculum	**Online curriculum**	**FEFP**	**$15,000**
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Conferences / Seminars	**In-Service / Conference**	**FEFP**	**$2,000**
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $17,000
			Total: $17,000

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1. Biology 1 Goal #1: **In 2011-12, 2% of students scored on grade level for the Biology EOC.**	2012 Current Level of Performance:* *2% (4/220)*	2013 Expected Level of Performance:* *5% (11/220)*	**1.3.** **Attendance of less than 80%**	**1.1.** **Phone calls, letters sent home, home visits, and attendance incentives**	**1.1. Administration and Guidance Counselor**	**1.1.** **Daily monitoring of increase or decrease in attendance**	**1.1.** **Attendance reports – Student Information System**
			1.2. **Remediation ineffective when students are behind 2-3 years academically and attend less than 80% of the time**	**1.2.** **Co-teach classes to enable staff to provide individual and small group instruction when students are present.**	**1.2.** **Administration and Instructional Staff**	**1.2.** **Daily monitoring of increase or decrease in attendance; Review of FCAT scores and other reading assessment tools (TABE)**	**1.2.** **Attendance reports – Student Information System; FCAT Scores; TABE assessment tools**
			1.3. **Dropout rate > 15%**	**1.3.** **Phone calls, letters sent home, home visits, and attendance incentives**	**1.3.** **Administration and Guidance Counselor**	**1.3.** **Daily monitoring of increase or decrease in attendance**	**1.3.** **Attendance reports – Student Information System**
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: In 2011-12, 0% of students scored a level 4/5 on the administration of BIOLOGY EOC In 2012-13, we will improve to 2% as measured by the BIOLOGY EOC report	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0/220)	2% (4/220)					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

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
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.						
In 2012-13, the 5% (11/200) of students will score on grade level on the BIOLOGY EOC as reported by the AYP report.	**Grade 11 - Differentiated Instruction and raising Science Levels.**	**APEX Training and Differentiated Instruction**	**School wide**	**August 2011 / April 2012** **Monthly Meetings for Differentiated Instruction**	**FCAT scores, Science Assessments, TABE Assessments, Classroom Visits**	**Principal, Science Teachers**

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
FCAT Science Strategies	**District Training**	**Paid by DISTRICT**	**$0**
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
APEX Curriculum	**Online curriculum**	**FEFP**	**$5,000**
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Conferences / Seminars	**In-Service / Conference**	**FEFP**	**$500**
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:$5,500
			Total: $5,500

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			**2.1 Attendance of less than 80%**	**2.1 Phone calls, letters sent home, home visits, and attendance incentives**	**2.1 Administration and Guidance Counselor**	**2.1 Daily monitoring of increase or decrease in attendance**	**2.1 Attendance reports – Student Information System**
Writing Goal #1A: **In 2012-13, 70% (154/220) of students will score at or above grade level on the administration of FCAT Writes.**	2012 Current Level of Performance:* *67% (147/220)*	2013 Expected Level of Performance:* *70% (154/220)*					
			2.2. Remediation ineffective when students are behind 2-3 years academically and attend less than 80% of the time	**2.2. Co-teach classes to enable staff to provide individual and small group instruction when students are present.**	**2.2. Administration and Instructional Staff**	**2.2. Daily monitoring of increase or decrease in attendance; Review of FCAT scores and other reading assessment tools (TABE)**	**2.2. Attendance reports – Student Information System; FCAT Scores; TABE assessment tools**
			2.3. Dropout rate > 15%	**2.3. Phone calls, letters sent home, home visits, and attendance incentives**	**2.3. Administration and Guidance Counselor**	**2.3. Daily monitoring of increase or decrease in attendance**	**2.3. Attendance reports – Student Information System**

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1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

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
On the 2012-2013 administration of the FCAT Writes, our students will increase their scores by 1%.	**Grade 10 - Differentiated Instruction**	**Power Graph Training** **Training and Differentiated Instruction**	**School wide**	**August 2012 / April 2013** **Monthly Meetings for Differentiated Instruction**	**FCAT scores, Informal Writing Assessments, Classroom Visits**	**Principal, Reading / English Teachers**

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Powergraph Writing Training	**Writing strategies to help our students write effective FCAT papers.**	**FEFP**	**$2,000**
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Conferences / Seminars	**In-Service / Conference**	**FEFP**	**$500**
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $2,500
			Total: $2,500

End of Writing Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

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

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of U.S. History Goals

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Attendance Goal(s)

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

<table>
<tr>
<th colspan="3">Attendance Goal(s)</th>
<th colspan="5">Problem-solving Process to Increase Attendance</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1. Attendance</td>
<td>1.1. Transportation Issues</td>
<td>1.1. Provide bus passes</td>
<td>1.1.Administration</td>
<td>1.1. Attendance Report</td>
<td>1.1.Attendance Reports</td>
</tr>
<tr>
<td rowspan="6">Attendance Goal #1:

In 2012-2013 the students will average an attendance rate of 75% or better.</td>
<td>2012 Current Attendance Rate:*</td>
<td>2013 Expected Attendance Rate:*</td>
<td rowspan="6"></td>
<td rowspan="6"></td>
<td rowspan="6"></td>
<td rowspan="6"></td>
<td rowspan="6"></td>
</tr>
<tr>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>2012 Current Number of Students with Excessive Absences (10 or more)</td>
<td>2013 Expected Number of Students with Excessive Absences (10 or more)</td>
</tr>
<tr>
<td>>50%</td>
<td><45%</td>
</tr>
<tr>
<td>2012 Current Number of Students with Excessive Tardies (10 or more)</td>
<td>2013 Expected Number of Students with Excessive Tardies (10 or more)</td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td rowspan="2"></td>
<td colspan="2"></td>
<td>1.2. Child Care Issues</td>
<td>1.2. Refer to DCF for assistance</td>
<td>1.2. Guidance Dept.</td>
<td>1.2. Attendance Report</td>
<td>1.2. Attendance Reports</td>
</tr>
<tr>
<td colspan="2"></td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
</tr>
</table>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Professional Development

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
In 2012-13, attendance rates will increase	**9-12**	**Principal**	**School Wide**	**August 2012-June 2013**	**Review of attendance rates on a daily / weekly / monthly basis**	**Principal / Admin Staff**

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Conferences / Seminars	**FLDOE / Other Prof Organizations**	**FEFP**	**$2,000**
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Attendance Incentives	**Gift cards, movie tickets, etc., items to reward students that have good attendance.**	**FEFP**	**$5,000**
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

	Subtotal: $7,000
	Total: $7,000

End of Attendance Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: **City of Palms does not suspend students.** **We follow the Lee County School District Code of Conduct with Principal's Discretion relative to all disciplinary issues. Inasmuch as we are a "dropout prevention program", it is always our goal to keep our students in school.**	2012 Total Number of In –School Suspensions *Enter numerical data for current number of in-school suspensions* 2012 Total Number of Students Suspended In-School *Enter numerical data for current number of students suspended in-school* 2012 Total Number of Out-of-School Suspensions *Enter numerical data for current number of students suspended out- of- school* 2012 Total Number of Students Suspended Out- of- School *Enter numerical data for current number of students suspended out- of- school*	2013 Expected Number of In- School Suspensions *Enter numerical data for expected number of in-school suspensions* 2013 Expected Number of Students Suspended In -School *Enter numerical data for expected number of students suspended in- school* 2013 Expected Number of Out-of-School Suspensions *Enter numerical data for expected number of students suspended out- of- school* 2013 Expected Number of Students Suspended Out- of-School *Enter numerical data for expected number of students suspended out- of- school*	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

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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 next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: **38% of City of Palms Charter High School students currently enrolled in the last school year have dropped out permanently.**	2012 Current Dropout Rate:* **38% (84/220)** 2012 Current Graduation Rate:* **30% (66/220)**	2013 Expected Dropout Rate:* **30% (60/200)** 2013 Expected Graduation Rate:* **40% (80/200)**	**1.1.** **Transportation**	**1.1.** **Find alternate ways for students to get transportation to school.** **Provide Monthly / Daily Bus Passes** **Arrange Car Pools**	**1.1.** **Administration**	**1.1.** **Monitoring of increase or decrease in attendance**	**1.1.** **Drop-Out & Graduation Rate**
			1.2. **Child Care Needs**	**1.2** **Assist students with finding child care providers.**	**1.2.** **Guidance Counselor**	**1.2.** **Daily monitoring of increase or decrease in attendance**	**1.2.** **Drop-Out & Graduation Rate**
			1.3. **Age out**	**1.3.** **Early Prevention**	**1.3.** **Administrator**	**1.3.** **Students graduating prior to aging out.**	**1.3.** **Drop-Out & Graduation Rate**

Dropout Prevention Professional Development

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
Drop-Out Prevention Conference	9-12	State Conference	School wide	December 2012	Drop-out Rate Reports	Administration

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Conferences / Seminars	**FLDOE / Prof Organizations**	**FEFP**	**$2,000**
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Attendance Incentives	**Gift cards, movie tickets, etc., items to reward students that have good attendance.**	**FEFP**	**$5,000**
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $7,000
			Total: $7,000

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			**1.1.** **Disconnected phones**	**1.1.** **Update Emergency Contacts as phone are found out to be disconnected.** **Send Notes Home with Students**	**1.1.** **Guidance Counselor** **All Staff**	**1.1.** **Increased parent/teacher communication**	**1.1.** **Open House and parent teacher conference attendance.** **Documented Contacts (Phone / Writing)**
Parent Involvement Goal #1: **Increase monthly communication with parents to 65%.**	2012 Current Level of Parent Involvement:* **51% (112/220)**	2013 Expected Level of Parent Involvement:* **65% (143/220)**					
			1.2. **Incorrect addresses**	**1.2.** **Update Emergency Contacts as letters are returned and addresses are invalid.** **Send Notes Home with Students**	**1.2** **Guidance Counselor** **All Staff**	**1.2.** **Increased parent/teacher communication**	**1.2.** **Open House and parent teacher conference attendance.** **Documented Contacts (Phone / Writing)**
			1.3. **Lack of Parental Interest**	**1.3.** **Persistent attempts to involve parents in the lives of their children**	**1.3.** **Guidance Counselor** **All Staff**	**1.3.** **Increased parent/teacher communication**	**1.3.** **Open House and parent teacher conference attendance.** **Documented Contacts (Phone / Writing)**

Parent Involvement Professional Development

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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates (e.g. , Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

		PLC Leader	school-wide)	frequency of meetings)		
Increase monthly communication with parents to 65%.						

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
More Frequent Open House	**Notifications (Postage)**	**FEFP**	**$1,000**
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:$27,000
CELLA Budget
Total:
Mathematics Budget
Total: $17,000
Science Budget
Total: $5,500
Writing Budget
Total: $2,500
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total: $7,000
Suspension Budget
Total:
Dropout Prevention Budget
Total: $7,500
Parent Involvement Budget
Total: $1,000
STEM Budget
Total: $67,000
CTE Budget
Total:
Additional Goals
Total:
Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☒Prevent

Are you reward school? ☐Yes   ☒No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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

☐ Yes   ☒ No

If No, describe the measures being taken to comply with SAC requirements.
City of Palms Charter High School had its charter contract renewed for a second five-year period by the School District of Lee County. Concurrent with the renewal and as a direct result of a change in management companies, the school was required to change its name from "Life Skills Center – Lee County" and to relocate to a new facility over Summer 2011. The Board of Directors and School Administration are in the process of creating and organizing our new school's "School Advisory Council" for FY2011-12.

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount

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