FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MATTIE V RUTHERFORD ALT ED CENTER

District Name: Duval

Principal: Sadie Milliner-Smith

SAC Chair: Angela Wilson

Superintendent: William E. Pratt Dannals

Date of School Board Approval:

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sadie Milliner-Smith	Master Degree, Criminal Justice BS, Criminal Justice Educational Leadership (All Levels) School Principal (All Levels) ESE K-12	1	3	Principal of Mattie V. Rutherford in 2012-2013 2011-2012 School Grade: NA AYP: NA 2010- 2011 School Grade: NA AYP: NA
		BS, History Master of Education			Assistant Principal of Mattie V. Rutherford in 2012-2013 Assistant Principal of Mattie V. Rutherford in 2011-2012 Assistant Principal of Mattie V. Rutherford in 2010-2011 2011-2012 School Grade: NA AYP: NA 2010-2011 School Grade: NA AYP: NA

| Assis Principal | Larry Brown | Educational Leadership Vary Exceptionalities | 3 | 7 | 2009-2010 (A.P. Jean Ribault Middle School) Grade: F. Reading Proficiency: 25% Math Proficiency: 28% Science Proficiency: 9% Writing Proficiency: 97% AYP: Not Met

2008-2009 (A.P. Jean Ribault Middle School) Grade: B. Reading Proficiency: 36%, Math Proficiency: 33%, Science Proficiency: 11%, Writing Proficiency: 98%, AYP: Not Met |

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Genevieve Pringle	English 5-9 Reading ESOL Bachelor of Science Therapeutic Recreation Master Degree Adult Education	1		Southside Middle School, 2011-2012 School Grade: D
Math	Tandra Wade	Bachelor of Science Physics Master Degree Secondary Education Math 5-9 Certification ESOL	1	8	2011-2012 School Grade - NA

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

		Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1		1. Meet with new teachers on regular basis to provide support, information on classroom strategies, certification, and T.I.P requirements.	Professional Development Facilitator, Administration Team	On-going	
2		2. Provide on-going school-wide and content area professional development for new and returning teachers.	Professional Development Facilitator, Administration, District Support Team	On-going	
3		3. Use HR to find qualified teachers to fill vacancies during the school- year.	Principal	On-going	
4		4. All teachers attend content area orientation at the district level and school-level during pre-planning.	Professional Development Facilitator, District Support	On-going	
5		5. Assign mentor teachers to support new teachers.	Professional Development Facilitator	August 2012 - June 2013	
6		6. Use district calendar to schedule and encourage on-going professional development in specific content areas.	Principal	August 2012 - June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
26	0.0%(0)	15.4%(4)	53.8%(14)	30.8%(8)	61.5%(16)	76.9%(20)	15.4%(4)	0.0%(0)	23.1%(6)

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
Ann Jackson	Nancy Johnson	New Teacher paired with veteran teacher	Meet with mentee twice per week to discuss: *learning schedule *focus calendar *classroom management *analyzing student data and student work

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

All funds were used to fund coaching and interventionist positions at the school.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

These funds must be SAC approved.
Projected Use: FCAT Saturday School, After School Tutoring, Standards-Based Instruction, faculty and student incentives as deemed appropriate by the principal.

Violence Prevention Programs

DCPS Character Education, Video Presentation, Guest speakers and group discussions

United States Attorney Office Presentation on gun violence

Nutrition Programs

Breakfast In the classroom

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Robert McGill (Facilitator) Larry Brown (Assistant Principal), G. Pringle, Latanya Owens, Chrystal Shannon,M. Jackson-Batts, B. Battle, A. Jackson.

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 RtI team members meet monthly in a PLC to discuss and review classroom instruction and intensive intervention strategies to ensure student needs are being met based on current data and assessments. The team collaborates to support teachers and ensure students are served in all Tiers timely and effectively.

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

The MTSS Leadership Team will train instructional staff on strategies to effectively implement RTI school-wide.The MTSS Leadership Team will monitor the progress of students and the effectiveness of instructional techniques.
The RtI team collaborated with administration to help develop the SIP. The purpose of the SIP was reviewed. Data was collected and analyzed to identify barriers and target social/emotional high need areas. The members collaborated to evaluate student performance, attendance and behavior. A problem-solving approach among the PLCs identified specific

areas of need within each area then measurable outcomes were developed and projected to address the areas of concern.

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.

FCAT Reading, Math, Science, and Writing Results, Benchmark Assessments, Learning Schedule Assessment Results, FAIR Test Results, Compass Odyssey Reports and academic history.

Describe the plan to train staff on MTSS.

The school-based RtI team will present trainings on the different tiers and attend district level training throughout the 2012-2013 academic school years.

Describe the plan to support MTSS.

The administrators will provide support to the RtI team by providing guidance.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sadie Milliner-Smith (Principal), Larry Brown, (Assistant Principal), G. Denise Pringle (Reading Coach), Nancy Johnson, Anan Marino, Jodi Mack, (ELA Teachers), Kacy Kelly, (Reading Teacher)

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

Members meet and collaborate monthly to review data to ensure school-wide literacy and researched-based instructional strategies are being used across the curriculum to support students needs. Member will implement and monitor school-wide literacy and provide intensive literacy support to students and parents. The team will integrate modifications and accommodations for students who demonstrate low reading skills and slow progress.

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

The major initiative of the LLT is to increase school-wide literacy by incorporating strategies to support students. The LLT goal is to increase the number of student making learning gains in reading by:
1. meeting to review data to address student deficiencies
2. providing on-going researched based professional development for teachers
3. incorporating activities in lessons that will promote independent readers

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teachers will use training from District PLC to incorporate reading strategies in all content areas. Teachers will be encouraged to pursue reading endorsement and attend district-level training on reading strategies used across the content areas. Implementation of the reading strategies will be monitored by administration, coach, and school-level ELA teachers. Every teacher ensures that students are involved in reading through the integration of reading strategies such as note-taking, recall, information, column, etc.

*High Schools Only

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the number of students scoring at Achievement Level 3 in reading by 3%(18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, 22% (33)of students achieved Level 3 in Reading	25% (18) of students are expected to achieve Level 3 in reading

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Transitional students- 45-180 days rotation.</td><td>Analyze student-data to provide focused and meaningful reading instruction

Align Instruction with Learning Schedule to limit instructional disruption.</td><td>Reading Coach Reading Teachers Intake Office</td><td>Analyze Fair and Learning Schedule Data throughout the year.</td><td>Teacher Data Notebooks, FAIR Data Learning Schedule</td></tr>
<tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase the number of current students that will maintain level 4 or improve to level 5 in reading by 3% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 6% (4)of students scored at or above Level 4 in reading	9% (6)of students are expected to achieve a level 4 or higher in reading

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<tr><td>1</td><td>Extend higher level or advanced Reading/ Language Arts course to enrich those skills through rigorous curriculum; differentiate to accommodate individualized need.</td><td>Fast Forward Lab Compass Oydssey Higher Level Instruction (Rigor) Research/Extension Projects</td><td>Reading Coach Reading Teachers Reading Interventionist</td><td>On-going monitoring of LSA and Fair Data. Common Planning with department.</td><td>Teacher Data Notebook Compass Odyssey Student Work/Projects, FAIR LSA Pre & Post</td></tr>
<tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
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<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the number of students who will make gains on the 2012-2013 FCAT Reading developmental scale score by 3% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:

Currently 6% (4) of students made learning gains on the 2011-2012 FCAT in reading.	9% (6)of students are expected to make learning gains in reading on the 2012-2013 FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transitional student population	Provide focused instruction in reading with concentration on specifications. Encourage daily reading school-wide.	Administration Reading Coach All Content Area Teachers	Monitoring on-going Fair and LSA data.	District Reading Benchmark Assessment FAIR Testing Learning Schedule Assessments
2					

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students scoring in lowest 25% will make gains in reading on the 2012- 2013 FCAT 2.0 by 4% (36).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 47% (48) of students in the lowest 25% made learning gains in reading 2011-2012 FCAT 2.0	51% (36)of students are expected to make learning gains in reading 2012-2013 FCAT 2.0

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Lack of interest in reading. Constant student transition	RtI monitoring; incorporate strategies that will improve reading engagement.	RtI school- based team Reading Coach Reading Interventionist Teachers	Monitor assessment data every 45-day rotation	Student Interest Inventory LSA Pre & Post Teacher Data SRI/FAIR Data Progress Reports
2					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

				Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A	

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

Differentiated Instruction	6-8 ELA Teachers	Reading Coach Reading Interventionist Administration	Reading Teachers, ELA Teachers, Social Studies Teachers	Weekly Common Planning PLC Training, Bi-weekly Early Release Training, Monthly Data Chats	Lesson Plan, Focus Calendar, Common Planning PLC, Classroom Walkthroughs, Data Notebook.	Administration Reading Coach Department/Grade Level Chair
Middle School PLC ELA - focus is to develop a system to be used to help students grow in their learning.	6-8 ELA Teachers	District Reading Coach	Reading Teachers, ELA Teachers,	Monthly PLC meeting	Lesson Plan, Common Planning meeting, Data Notebook	Administration Reading Coach Department/Grade Level Chair

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading. CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	38%(27)of students will score at or above Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(11)	38%(27)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students exit (withdraw) weekly to return to the school of record.	Ensure faculty members follow the district learning schedule to ensure academic alignment Implement technology (increase focused on-line academic mathematics participation); increase recovery options	Math Teachers Computer Lab Instructors Math Coach	On-going monitoring for assignment completion; teacher observation, student monitoring and student success plan conferencing	LSA Baseline and Post Exit Slips Teacher Data Notebook Benchmark Assessment
2	Lack of Academic Interest	Reinforcing efforts Provide academic recognition and real world connections	Math Teachers Math Coach	Teacher observation; progress monitoring and student success plan conferencing	Teacher Observations Student Work Folders Interest Inventory

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	8%(6)of students will score at or above level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%(2)	8%(6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students exit/ withdraw weekly to return to the school of record.	Ensure faculty members follow the district learning schedule to ensure academic alignment Implement technology (increase rigorous on-line academic mathematics participation); progress monitor for skill retention and application; increase recovery options	Math Teachers Computer Lab Instructors Math Coach	On-going monitoring for demonstration of skill retention; cooperative learning, advance graphic organizers and manipulative	LSA Baseline and Post Assessments Mathematic Benchmark FCAT Results Mini Assessments
2	Lack of Academic Interest	Reinforcing relevancy Provide recognition, feedback and real world connections	Math Teachers Department Chair	Teacher observation; progress monitoring, simulation test; connect rigorous assignments with test results	Data Notebooks Teacher Observation Student Work Folders Interest Inventory
3	Conduct hinders academic progress	Use extension activities and interventions to increase productive instructional time Proximity control	Math Teacher Interventionist Counselors Math Coach	Teacher observation; student success plans, increase parent contact	Data Notebooks Parent Call Logs Daily Point Sheets On-Course

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Percentage of students making learning gains in mathematics will increase by 73%(52)
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (70)	73% (52)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enrolled for only one quarter of the school year	Align learning schedule for continuity Encourage students to make connections. Use extension activities and interventions to increase productive instructional time Integrate Intensive Math strategies into the curriculum Offer after school learning sessions Differentiate instruction	All content are teachers	Alternative test-taking strategies; hands-on and visuals	Benchmark Assessments Formal/ Informal Tests FCAT Testing Pre/ Post Testing Compass Odyssey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making learning gains in mathematics will increase by at least 27%(19).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(25)	27%(19)

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student transition	Students enrolled for a minimum of 45 days of the school year.	Math Teachers Math Coach Administration	Classroom visits On-going monitoring for demonstration of skill retention	Progress reports Student grades Benchmark testing LSA Pre & Post

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	100%(1) of the students enrolled in Algebra will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10.5% (2) of students scored at/above above standard.	100%(1)of students will score at/above standard.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	Students exit (withdraw) weekly to return to the school of record.	Ensure faculty members follow the district learning schedule to ensure academic alignment Implement technology Increase recovery options	Math Teacher Computer Lab Instructors	On-going monitoring for assignment completion. Assessments Student monitoring, student success plan and one-on-one conferencing.	LSA Baseline and Post Exit Slips Mathematic Benchmarks FCAT Results Teacher Data Notebook Technology
2	Students' knowledge of Pre-algebra standards is limited	Math Department will utilize PLC time to analyze LSA and Benchmark data and determine the needs of students. Algebra 1 teacher will create warm-up, mini lesson, and classroom activities that will used remediate student skills in Pre-Algebra.	Math Teacher Math Coach Administrators	Use of manipulative and best teaching practices in all math classes. Lesson Plans Observations Ongoing Professional Development to ensure that teachers are aware of best practices that can be utilized in their classroom with their student population. Use LSA and Benchmarks Data to determine student progression and to determine strategies that can be utilized during instruction.	Assessments Student Work Inform Bench mark test LSAs (Learning Schedule Assessments)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	100%(1) of the students enrolled in Algebra will score at or above Level 4 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at or above Level 4 in Algebra.	100%(1) of students will score at or above Level 4 in Algebra.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students exit/ withdraw weekly to return to the school of record.	Create warm-up, mini lesson, and classroom activities that will provide opportunities for enrichment. Provide problem solving strategies that assist with understanding what questions are asking. Analyze classroom, LSA and Benchmark data to determine the needs of students. Utilize the District's Learning Schedule as a guide to ensure that student remain on target when returning to their school of record.	Math teacher Math Coach	Use of manipulative and best teaching practices for student engagement. Ongoing Professional Development to ensure that teachers are aware of best practices and to be informed upon changes and trends mandated by the district. Use LSA and Benchmarks Data to determine student progression and to determine strategies that can be utilized during instruction.	LSAs (Learning Schedule Assessments) Assessments Student Work Inform Benchmarks Test FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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

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

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

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

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

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6th - 8th Grade	Math Coach Math Chair Administration	6th - 8th Teachers	Bi-weekly Early Release, Weekly PLC	Teachers will analyze student work, Data Note, Classroom Walkthroughs	Math Chair Teachers Math Coach Administration
District Middle School Math PLC	6th - 8th Grade	District Math Coach	6th Grade Teacher Math Coach Principal	9/20/12, 10/25/12, 11/29/12, 2/19/12	Teachers will share information after attending workshop. Teachers will analyze student work, Lesson Plan.	Teachers Math Coach Principal

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students scoirng at Acieevement Level 3 in Science will increase by 13%(3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (5)	15%(4)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the transient nature of our students it is difficult to control the curriculum each student is receiving. Knowing how to fill the gaps that may have happened in the sixth or seventh grade presents a challenge due to each students' science FCAT data being provided solely to the comprehensive school that referred the student to alternative education.	Meet weekly for both department and grade level to address instructional strategies and focus, along with strategies that address the needs of the students.	Teachers will be responsible for monitoring the achievement of their students. Asst. Principal Dept. Chair	Classroom observation Data will desegregated to determine which strands did not achieve proficiency and those strands will be re-taught.	Weekly mini assessments will confirm understanding, along with daily assessments in the form of exit ticket question at the conclusion of class. LSA Pre & Post Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	8th grade students earning Level 4 on the 2012-2013 Science FCAT will increase by 4%(1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
2%(1)	4%(1)

	Problem-Solving Process to Increase Student Achievement			
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the transient nature of our students it is difficult to control the curriculum each student is receiving.	Intensive support while enrolled\n\nMeet weekly for both department and grade level to address instructional strategies and focus, along with strategies that address the needs of the students.	Each science teacher will be responsible for monitoring the achievement of their students.\n\nAssistant Principal	LSA and classroom data will be used to determine which strands students did not achieve proficiency and those strands will be prioritize or retaught.	LSA Pre & Post Assessments
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment:\nStudents scoring at or above Achievement Level 7 in science.\n\nScience Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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
Literary Academy	6th - 8th Teachers	District	Science Teachers	1/11/13, 1/31/13, 2/22/12, 3/4/13,	Classroom Observation LSA Pre & Post	Science Chair Assistant Principal
Differentiated Instruction	6th - 8th	FDLRS	Science Teachers	10/15/12	Classroom Observation LSA Pre & Post	Science Chair Assistant Principal

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The number of students who will maintain level 3 and higher in writing will increase by 11% (57).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on District Writes, 69% (20) of current students have achieved a 3.0 or higher.	At least 80% (57) of students will be on Level 3 or higher by the end of the year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students are enrolled for a minimum of 45 days.	Writing will be taught through differentiation within the ELA classroom. Students will grade writing assessments and support through the Focus Organization Support (Conventions) FOSC rubric; writing will be a major component in other core areas so that students will have more exposure.	Administration Reading Coach All Teachers	Student engagement, participation and attendance in class and writers' workshops; Student and faculty input via exit slips; student portfolios exhibiting pre-writing through publishing	Teacher observation Student work District Timed Writing Prompt

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The number of students scoring at 4 or higher in writing will increase by 4%(23)on Florida Writes 2.0.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
36% (21) of 8th graders scored 4.0 or higher last year-2012.	40%(23)of 8th graders will score at 4.0 or higher this year 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not attend offered tutoring	Writing will be a major component in other core areas so that students will have more exposure.	Administration, Reading Coach, ALL teachers	Evaluation of writing scores and writing portfolios that reflect multiple stages in the writing process	District Timed Writing, Insight/Inform, Compass Writes Reports, Teacher Observation, Essay Smart
2	Transitional student population	Students will grade writing assessments and support through the calibration rubrics and anchor papers	Administration, Reading Coach, ALL teachers	Evaluation of writing scores and writing portfolios that reflect multiple stages in the writing process	District Timed Writing, Insight/Inform, Compass Writes Reports, Teacher Observation, Essay Smart
3	Limited funding to provide extension activities, resources, etc.	Writing in the classroom will be taught through various mediums (i.e. virtual workshops, powerpoint presentations, writing projects, etc.)	Administration, Reading Coach, ALL teachers	Evaluation of writing scores and writing portfolios that reflect multiple stages in the writing process	District Timed Writing, Insight/Inform, Compass Writes Reports, Teacher Observation, Essay Smart

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
Professional Development Workshops (FCAT 2.0)	7,8	District Coach	ELA Teachers	Oct. 4 and 5, 2012	Teachers will share information with the department	Principal Reading Coach
School Based ELA PLC	6,7,8	ELA Department Chair	All ELA teachers	Weekly	Submit Meeting Minutes, Common format for data tracking and portfolio usage	Reading Coach Principal

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	

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

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Improve daily attendance rate by 4%(92)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
85.6% (85)	91% (92)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
18% (18)	14%(14)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
6%(6)	5%(5)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Attendance and Class Participation	Identify students with 3 unexcused absences in weekly team meetings, and refer to Attendance Clerk. Attendance and Intervention Team will notify parents of students with 5 or more days of non-attendance. Counsel students and place on success plan for attendance for attendance and communicate/conference with parents Use parent notification system to inform parents of absences.	Attendance Clerk Grade Level Chairs Social worker	Focus on attendance referrals for student with excessive absences.	On-Course Attendance Report Team Up / Tutoring Enrollment
2	Transportation	Issue bus tokens for public transportation Provide parents with transportation options (bus stops and schedules	Administrative Sect. Attendance Clerk Administration	Observe how students are being transported to and from school	School Climate Survey

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
Student Attendance Policy Review	6th - 8th Grade	Social Worker	All teachers Administrators Coaches	December 2012	Attendance clerk will monitor teacher data input of absences.	Attendance Clerk Guidance Counselor

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the number of students suspended in in-school suspension by 10%(44) Decrease the number of students suspended in out of school suspension by 30%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
53% (53)	43% (44)

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
53% (53)	43% (44)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
49% (49)	39% (40)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
49% (49)	39% (40)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are already in alternative setting for behaviors. (negative attitudes and social relationships)	Character Development Program- students attend class Behavior Counseling Incentive Programs Daily Point System Increase communication with parents and other stakeholders Recognition for less referrals (student/teacher)	Grade Level Counselors Interventionist Administration/ Teachers	On-going Monitoring of attendance referrals. Establish stronger relationships with parents and other stakeholders.	Attendance Referrals Interventionist Referrals Point Sheets Genesis Discipline Report
2	Student School Safety (neighborhood issues brought into the classroom)	Improve school culture and climate Visible administration, faculty and staff Visible/ clear expectations Student Assembly	School Resource Officer Parent Involvement Committee Behavior Interventionist	Conference with students about current events and school climate Create risk-free environment for students to report bullying or unwanted behaviors Inspirational Story about Successful Businessman	School Climate Survey Observations Student Reflection
3	Lack of parental support	Parent Workshops; increase parent contact and communication; flexible parent conferences, in-school suspension verses out-of school suspension	Parent Involvement Committee Administration Mentoring Program	Decrease out-of-school suspension Compare number of referrals written to teacher submission quarterly to assess greatest area of need.	Genesis Discipline Report Parent Conference Log

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
Behavior Tools Training	6th - 8th Grade	District ESE Staff	All Teachers	10/3/12	Classroom observation Monitoring referrals by teachers	Principal Assistant Principal

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase the percentage of parent participation by at least 20% at events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Varies based on sign-in log	Varies based on sign-in log
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students exit (withdraw) weekly and students are on a 45 days enrollment period.	Establish stronger relationships with parents during orientation. (communicate school vision and needs) Make bi-weekly contact and establish goals and clear expectations immediately with follow-up.(point sheets, parent portal, email, phone, parent link) Establish warm inviting school climate; Parent Area (Room 30)	Intake Clerks Counseling Department Parent Involvement Committee Teachers Administration Para-Professionals Mr. Heller (Parent Involvement Committee Chair)	Parent Packets On-going monitoring by Administration Ms. Woulard (Parent Involvement Committee Chair)	Observation Sign In Logs Phone Logs Parent Pre/ Post Survey Attendance
2	Negative connation about alternative schools.	Provide media Provide opportunities for volunteering and shadowing; Celebrations and Recognition Activities	Counselors Business Partners Administration Parent Involvement Committee Coach	Celebration/ Recognition Activities School Announcements/ Flyers	Parent Pre/Post Survey Sign In Logs Attendance
3	Working parents (School does not have PTA); Transportation	Flexible time/ schedule Alternative contact and participation measures	Teachers Parent Involvement Committee	School Webpage comments/ suggestion box School Media	Webpage Comment Section Parent Feedback

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Add STEM opportunities for students through school projects and activities.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are enrolled for a minimum 45-day period.	Math and Science teachers will work collaboratively to create lessons and activities that will provide opportunities for students to use technology for research, data gathering, data analysis, and communication.	Grade 6-8 Science and Math Teachers	Increased student achievement in math and science.	Teacher lesson plans, Student work, Classroom observations.

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
Elements and factors that are critical to integrating mathematics and science instruction in the classroom.	Grades 6-8/Mathematics and Science	District Mathematics and Science Coach	Math and Science teachers	January 2013	Completed Lesson Plans; Classroom Observations	School Mathematics Coach, Principal, S. Milliner-Smith

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Create a school culture in which at least 95% of students feel safe at school Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Create a school culture in which at least 95% of students feel safe at school Goal Create a school culture in which at least 95% of students feel safe at school Goal #1:	Decrease the number of classroom incidents by 10%.
2012 Current level:	2013 Expected level:
27% (20)	10% (10)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher lack of classroom management	Champs Training Behavior Tool Training	All Teachers	Classroom Observation Number of referrals written by teachers	Classroom Walkthrough Parent/Student Conference Log Referrals Written

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
Behavior Tools	6th - 8th Grade	District ESE Staff	All teachers	10/3/12	Classroom Walkthrough Monitor number of referrals written	Principal Assistant Principal
Book Study	Grades 6-8	L. Branch, School Reading Interventionist	All Teachers	10/24/12,10/31/12, 11/14/12, 12/5/12	Field Experience	L. Branch, School Reading Interventionist; Milliner-Smith, Principal

Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Book: How to Talk so Teens Can Listen and Listen so Teens Will Talk	Professional Development	$500.00
			Subtotal: $500.00

Technology

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

Professional Development

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

Other

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

End of Create a school culture in which at least 95% of students feel safe at school Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Create a school culture in which at least 95% of students feel safe at school	Book Study	Book: How to Talk so Teens Can Listen and Listen so Teens Will Talk	Professional Development	$500.00
				Subtotal: $500.00

Technology

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

Professional Development

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

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority	☐ Focus	☐ Prevent	☒ NA

Are you a reward school: ☐ Yes ☒ No

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

No Attachment (Uploaded on 9/29/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found