

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: ACCELERATION ACADEMY

District Name: Orange

Principal: Dr. Elvis Epps

SAC Chair: Deborah Hammette

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 1/29/2013

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	Dr. Elvis Epps	Doctorate of Education: Educational Leadership; Masters in Educational Leadership	3	10	Prior to coming to Acceleration Academy Dr. Epps was the Assistant Principal at three different school. Two were elementary schools and one was a middle school. Each school increased their FCAT grade while he was there. Two of the schools received a letter grade of "A" and one moved up to a "C" from a letter grade of "D". He worked with his teachers to target the lowest 25% by implementing the 8 Step Continuous Improvement Plan. This plan made it possible for teachers to identify and monitor the academic performance of all students especially those with exceptionalities and disabilities. In 2006, he worked very closely with the fourth grade team to identify struggling readers, implement a strategic plan of action to increase learning gains for all fourth graders, and design and implement staff development trainings to support classroom teachers. By May of 2007, the elementary came very close to meeting AYP. Overall, the school missed meeting

					AYP by one student. However, the overall rating was more than 95% met and the school received excellent ratings because of the hard work of the teachers and students.
Principal					

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/Instruction	Alisa Grace	BA Masters in Educational Leadership Elementary Ed K-6 ESE K-12 Reading Endorsement K-12	3	4	Mrs. Grace has been at various OCPS elementary schools prior to coming to Acceleration Academy High School. Each of these schools have ranged from "D" to "A" schools. As a CRT and Reading Coach at her last school, Citrus Elem 79% met high standards in reading, 75% made learning gains in reading, and 74% of lowest 25% made learning gains.

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	Principal meets with all instructional staff regularly.	Principal	Ongoing	
2	Mentoring program and partnering new teachers with veteran teachers.	LRS	Ongoing	
3	Bi-Weekly department meetings of teachers and LRS & Principal to discuss, plan and implement strategies and lessons.	Principal & LRS	Ongoing	
4	Professional development opportunities.	LRS	Ongoing	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
21	14.3%(3)	28.6%(6)	42.9%(9)	9.5%(2)	52.4%(11)	100.0%(21)	19.0%(4)	0.0%(0)	9.5%(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
James Stackpole	Brian Vickerstaff	Same content teacher - Social Studies.	Common planning time to go over data and concerns. New Teachers Monthly Meeting with Instructional Coach and planned times to observe veteran teachers classes. One on one meetings with Instructional Coach and Mentoring teachers. Scheduled professional development training to enhance their educational knowledge.
Nicki Daniels	Alexandro Dimitriadis	Same content teacher - Mathematics	Common planning time to go over data and concerns. New Teachers Monthly Meeting with Instructional Coach and planned times to observe veteran teachers classes. One on one meetings with Instructional Coach and Mentoring teachers. Scheduled professional development training to enhance their educational knowledge.
Maria Rodriguez	Tunisia Ford Edna Pagan	Same content Area-English Experience Clinical Educator	Common planning time to go over data and concerns. New Teachers Monthly Meeting with Instructional Coach and planned times to observe veteran teachers classes. One on one meetings with Instructional Coach and Mentoring teachers. Scheduled professional development training to enhance their educational knowledge.
Barry Hall	Aika Singh Bruce Blackwell Oya Mwanza	Experienced Clinical Educator Same Content Area Teacher	Common planning time to go over data and concerns. New Teachers Monthly Meeting with Instructional Coach and planned times to observe veteran teachers classes. One on one meetings with Instructional Coach and Mentoring teachers. Scheduled professional development training to enhance their educational knowledge.

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

Acceleration Academy High School is greatly enhanced by the Coordination and Integration of programs and funds through the State, District and Community. Title I funds and programs enhance the campus through parental involvement programs, professional development and student support and instruction.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title III

Title III funds will be coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering after school tutoring in academic language acquisition, which will assist ELLs in meeting the academic content and English proficiency standards. Title III funds will be coordinated with Title I funds to support afterschool tutoring.

Title X- Homeless

The district provides professional development regarding Homeless programs. Information is disseminated to our school through the SAFE Coordinators and Title I programming as well. Programs are implemented to help identify needs and to provide information and assistance with the highest degree of confidentiality.

Supplemental Academic Instruction (SAI)

SAI funds have been instrumental in assisting Acceleration Academy by providing our Level I and II students with remediation in reading, math and science and with supplies, materials and additional academic instruction.

Violence Prevention Programs

One of the most important components of the Violence Prevention Program at Acceleration Academy High School is teacher training through Safe. This includes: bully prevention, gang awareness and identification, signs in students needing referral to SAFE for individual, family, or group counseling, and deescalating a situation (or if that fails sending students to Safe for mediation). When special needs are recognized in students and disagreements are de-escalated quickly we can prevent many situations that could lead to violence.

Programs aimed at students include: the Jason suicide prevention campaign, Safe Ambassador Program, Mentoring for students whose parents are incarcerated, and the use of other tolerance and non-violence programs. These include Red Ribbon Week, Non Violence Month, and other programs through the Teaching Tolerance magazine and website. Students are also given 'As Needed Passes' so they can come to Safe to use the punching bag, massage chair, listen to classical music, or write in a journal when they are angry or feeling stressed. Students in need are provided with school supplies, backpacks, personal products, dance tickets, uniforms, and any other items needed to be successful so that all students feel able to succeed. We also do 'Thanks for Thanksgiving' and 'Angels and Elves' which are SAFE programs that identify students in need and provide everything necessary for a wonderful Thanksgiving and/or Christmas for the student and their family.

Finally, we target parents during orientations, open house, PTSA, SAC, and via newsletters to ensure their awareness of available resources and support. This helps us complete the loop of school, student, and home. By working together to keep everyone aware, informed, and able to meet their basic needs, we create a feeling of connection and family. When everyone feels connected and able to escape from embarrassment or engage in stress relief strategies that makes them feel better, we all are more able to function together in a successful and non-violent way.

Nutrition Programs

All students are provided daily with free breakfast. Any students on late buses or signing in are offered breakfast by Guidance. We have a food pantry on campus for students and families to use any time to bring groceries home to ensure all students are getting enough nutrition to learn effectively.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Acceleration Academy High School offers a Computers, Career and College course as well as working with all five of the Technology schools in the OCPS district for dual enrollment for students who are pursuing certification Cosmetology, Hospitality, Culinary, Diesel and Mechanic, Photography, Nursing and Veterinary programs.

Job Training

N/A

Other

The COMPACT mentor program are part of Acceleration Academy this year. This programs are for all students and enhance student leadership skills, character and expose them to a variety of experiences where students learn to work together. In addition, students apply what they learn to the various community programs they are involved in. Community Partners also enhance the programs at Acceleration Academy.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

The school based RTI Leadership Team is made by the following people:

Learning Resource Specialist - will provide a common vision for the use of the data-based decision making, ensures that the team is implementing RTI, conducts assessments of RTI skill of school staff, ensures adequate professional development to support RTI implementation and communicates with all partners.

Staffing Specialist- Assist in student data collection, ensure proper integration of core instruction, activities and materials into Tier 3 instruction and collaborates with general education teachers.

Reading Coach - Provides guidance in the 9-12 reading plan, facilitates and data collection, assists in data analysis, supports the implementation of Tier 1-3 intervention plans.

General Education teachers - Provides information about core instruction, participates in data collection, delivers Tier 1-3 instruction and intervention, collaborates with other staff to implement Tier 2 interventions.

Guidance Counselor - Participate in collection, interpretation and analysis of data, assist General Ed teachers in the development of intervention plans, provides support for intervention, and provides professional and technical assistance.

CCT - Provides guidance on 9-12 ELL strategies facilitates and supports data collection and the analysis of that data, supports the implementation of Tier 1-3 intervention plans.

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 school-based RtI Leadership Team will meet weekly with teaching teams to focus on Tier 1-3 interventions/core instruction and student data. They will also meet monthly to monitor the effectiveness of our Tier I focus areas. They will work collaboratively with the RTI Coach/ Coordinator (as needed) to effectively implement PS/RtI at the school site.

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?

Involvement may include:

- Analysis of Student Trend Data (What's the Problem?)
- Analysis of School Profile and Demographic Data
- Objectives and Goal Setting (Planning)
- Action Steps (Implementation of Interventions)
- Evaluation of Action Steps (RtI)
- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
- Identification of critical RTI infrastructure already established and/or in need of development and provide plan for building capacity.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
- Development of processes to ensure intervention fidelity.
- Implement the school improvement plan for consensus and communication building for RtI implementation.

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.

The data source and management system utilized to summarize the data for reading, mathematics, science and behavior will come from the District School Board of Orange County's, Educational Data Warehouse (EDW), Instructional Management System (IMS) and Student Management System (SMS) data for behavior.

Describe the plan to train staff on MTSS.

The administrative team will continue to work with the school district to provide materials and staff development opportunities during the school year. Early Release day training will also provide ongoing updates. The new teachers will be trained by the RTI Contact for the school in small groups with ongoing trainings and follow ups throughout the year.

Describe the plan to support MTSS.

Acceleration Academy had a Data collection packet that supports MTSS and all teachers are to use it a working document throughout the year. It is used to maintain continuous progress monitoring throughout the year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Elvis Epps, Principal
Alisa Grace, LRS/Literacy Coach
Susan Haas, Staffing Specialist/CCT
Maria Rodriguez, English Teacher
Nicki Daniels, Math Teacher
Mr. Hall, Reading Teacher
Mrs. Wilson, Science Teacher
Mr. Stackpole, History Teacher
Mr. Vickerstaff, History Teacher

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

The function of the LLT is to implement a comprehensive Literacy program to address the needs of all students. The LLT meets bi-weekly to analyze data. They assist with monitoring of SIP goals and sharing information from the District. Teams are formed in the group to plan, conduct, and provide feedback to teachers related to walkthroughs.

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

Effectively implement Professional Learning Communities (PLC), specifically focusing on the students in the lowest 25-30% so that they may progress this school year. The LLT will specifically target the Vocabulary and Literary Analysis testing categories.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*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.

Across the curricula, the incorporation of reading strategies will be a priority for teachers to include in their lesson planning. School wide the utilization of Complex Text Reading Strategies and FCAT Explorer as a means to supplement their instruction to provide the most prescriptive strategies in reading instruction. The leadership will know that reading strategies are being done with fidelity by seeing the student using the strategies during their classroom walkthroughs; students will communicate/demonstrate the use of these strategies in class.

*High Schools Only

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

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

AAHS offers various applied and integrated courses to help students see the relationship between subjects relevant to their future through the offering of dual enrollment to Acceleration Academy High School (AAHS) and Valencia College, various tech programs at various tech schools in Orange County. Thus, student talents and interests are peaked through exposure to real-world opportunities. Teachers of all course offerings incorporate literacy and math standards throughout the curriculum. Community members and partners of educators come to the school to inspire our students to greatness.

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?

Acceleration Academy High School incorporates students' academic and career planning so that it promotes student course selection is personally meaningful throughout the entire school year. Counselors meet individually with all students in their course selections each spring. The counselors also go into all English classes to discuss program development. Students are counseled in the areas of local technical schools, community colleges and 4-year state and private universities. Counselors review the required GPA's, ACT/SAT scores, state exams and the application process. The counselor provides individual and group counseling services to students interested in post-secondary training/education. Additionally, AAHS students attend several annual College Fairs at local colleges and universities. AAHS does offer a variety of courses to include career academies, basic, remedial, honors, advanced placement and dual enrollment courses.

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](#)

Each spring AAHS seniors will be given a high school feedback form to complete as a ticket to graduation. The data will then be entered into a database that provides administrators and counselors information in regards to trends and will be compared with data from the previous 3 years to compare and contrast any changes we are seeing in the secondary choices of our students. This data is then shared with the staff of AAHS and our School Advisory Council. Changes in priorities and curriculum are then looked at so that we may continue to meet the needs of our students.

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:	By June 2013, there will be a 30% increase in the number of students meeting proficiency as measured by the FCAT Reading Level 3 .
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2012 Current Level of Performance:

2013 Expected Level of Performance:

In June 2012 14% of students scored a level 3 on reading.

It is expected that AAHS will increase the percentage of students achieving a Level 3 or higher on the reading portion of the FCAT to increase to 30%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Opportunities for acquisition and application of higher order thinking ;	1.1. Instruction utilizing the higher levels of Webb's Depth of Knowledge will be employed;	Principal Reading Coach. Leadership Team	1.1Check Lesson Plans	1.1.CWT Data Collection Tool
2	Student reading stamina	Expose students to longer texts by infusing novels into the curriculum. Infuse information text by introducing articles,periodicals, etc acrossed the content to build reading stamina	Teachers Principal Reading Coach	Class room walk throughs Samples of students work	Benchmark assessments, teacher created assessments and the FCAT
3	Students limited vocabulary	1. Exposing to grade level vocabulary to all students continuously using effective vocabulary learning strategies across the curriculum for all classes. 2. Infuse thinking maps and FCAT Power words across the curriculum.	Teachers Principal Reading Coach	Class room walk throughs. Samples of student work. Preview/review teacher lesson plans.	1. Samples of student work. 2. Benchmark assessments. 3. Fair and program assessments and teacher created 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 reading. Reading Goal #1b:	By June 2013, there will be a 30% increase in the number of students meeting proficiency as measured by the FCAT Reading Levels 4 and 5 .
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2012 Current Level of Performance:

2013 Expected Level of Performance:

In June 2012 22 % of students scored a level 4 or 5 on reading.

It is expected that AAHS will increase the percentage of students achieving a Level 4 or higher on the reading portion of the FCAT by 30%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities for acquisition and application of higher order thinking ;	Instruction utilizing the higher levels of Webb's Depth of Knowledge will be employed;	Principal Reading coach Leadership Team	Regularly scheduled CWT	Data Collection Tool

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	AAHS is expecting a 41% increasing on the FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June of 2012, 5% scored at a level 4 or 5 on the FCAT.	In June of 2013, 20% of students will score at a level 4 or 5 on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities for acquisition and application of higher order thinking ; limited goal setting ability and self-efficacy on the part of the students	Instruction utilizing the higher levels of Webb's Depth of Knowledge will be employed; Differentiation of instruction within the classroom to ensure that all students are taught on their level of need and allowed the opportunity to be challenged to improve.	Principal Reading coach Leadership Team	Regularly scheduled CWT	CWT Data Collection Tool
2	Lack of differentiated instruction to provide enrichment	Effectively Implement Differentiated Instruction throughout the content areas.	Reading Coach Teachers	Evidence of small group instruction Class room walk throughs	Teacher created assessments/assignments. Benchmark exams and FCAT
3	Lack of higher order thinking skills	Facilitate learning opportunity on Webb's Depth of Knowledge. Continue development of essential questions.	Reading Coach Principal Teachers	Class room walk throughs. Common board configuration	Student work sample. Secratic seminars. Performance based assessments.

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, there will be a 40% increase in the number of students making learning gains as measured by the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 less than 30 % of students made learning gains in reading.	It is expected that AAHS will increase the percentage of students making learning gains on the reading portion of the FCAT by 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	limited goal setting ability and self-efficacy Lack of teacher background and professional development in data analysis in diagnosing struggling readers	Increase the instructional rigor of lesson content and activities; support student understanding of the learning process Bi-weekly data meetings, discussing student data and analysis	Principal Reading Coach Teacher	Design and maintain of teacher data notebooks to monitor students' academic progress ; Individual data chats with students showing them their increases over the years will assist them in seeing that they can see success.	Teacher and Student Data Notebooks

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:	AAHS expects to increase 50% of the lowest 25th percentile to make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 40% of the lowest 25% students tested made learning gains	AAHS expects 50% of it's lowest 25% to make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementing the intervention programs and ongoing progress monitoring with fidelity;	1.1. During Lunch and after school tutoring; small group and One on One tutoring for students get a deeper cognitive understanding of grade level text.	Teachers Principal LRS	Ongoing Progress Monitoring to monitor effectiveness of strategies	Benchmark assessment data Classroom assessments

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	AAHS will disaggregate data to identify students who need additional assistance to meet AYP in reading for all sub groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 64% Black: 81% Hispanic: 79%	By June 2012, each of the following subgroups will make AYP on the FCAT reading test, utilizing the Safe Harbor criteria which requires a decrease by 10% of the students below grade level.

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
	anticipated barrier is the	Individual data chats	Reading Coach	Documentation of data	Teacher and

1	students' learning needs are due to their skill deficiencies which may create gaps in processing patterns	with students showing them their increases over the years will assist them in seeing that they can see success.	Teacher Principal Staffing Specialist	chats	Student Data Note books
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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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	AAHS expect to increase 40% of our ELL students to a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL students not making satisfactory progress in reading: 0%	AAHS expects 40% of our ELL population to score a level 3 or higher on the FCAT exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge and are unable to connect to the content curriculum.	Use of Differentiated instruction to meet student needs.	Principal Reading Coach CCT Teachers	CWT/ Leadership Team Follow up Meetings	FAIR, Edusoft and Mini Benchmark Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2012 SWD students will increase their reading proficiency level by 40%
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD not making satisfactory progress in reading: 80%	40% of SWD students will score at Level 3 or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD are often limited in their background knowledge and are unable to connect to the content curriculum, particularly if they were served in a self-contained setting in their middle school years.	Teachers will utilize data to individualize instruction so that they are able to provide the most assistance in areas of need.	1LRS/Reading Coach Staffing Specialist. Teachers Principal	FAIR Assessment; Classroom Assessments	Data from FAIR testing, data from Classroom 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.	By June 2012, there will be a 30% increase in the proficiency
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Reading Goal #5E:	of the Economically Disadvantage subgroups on the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
Economically Disadvantage students not making satisfactory progress in reading:80%	It is expected that AAHS Economically Disadvantage students will increase their reading percentage in the Level 3 category on FCAT by 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 in the Econ Disadvantaged subgroup are made up of many students from the different minority subgroups and are often limited in their background knowledge and are unable to connect to the content curriculum, particularly if they were served in a self-contained setting in their middle school years.	Teachers of students in the Econ Disadvantaged subgroup utilize data to individualize instruction so that they are able to provide the most assistance in areas of need.	Teachers, Reading Coach, Principal	FAIR and Benchmark Testing, Classroom assessments	Data from FAIR Benchmark testing, data from Classroom assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Differentiated Instruction Effective Research Reading Strategies Technology and Reading	8-12	Principal Reading and Instructional Coaches	Reading Teachers and Language Arts Teachers Staffing Specialist School Wide	Weekly Meetings Sept – May 2012 2013	PLC Meeting Minutes PLC Discussions/ Data Meeting Student samples provided Classroom Walk Through/ PLC meeting	Admin Leadership Team Reading Coach and Tech Coordinator

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

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:	AAHS expect to increase 49% of students to score a level 3 or above on the FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2010 33% of students scored at a level 3 or above.	n

Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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:	AAHS expects to increase 55% of its student population scoring at a 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In June 2010 5% of students scored at a level 4 or 5 on the FCAT Math test	In June of 2011, 35% of students will score at a level 4 or 5 on the FCAT
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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 differentiated instruction	Implement Differentiated Instruction throughout the content areas. Further use of thinking maps to address higher level thinking.	Principal Administrative Dean	Evidence of small group instruction Class room walk throughs	Teacher created assessments/assignments. Benchmark exams and FCAT
2	Lack of higher order thinking skills	Facilitate learning opportunity on Revised Blooms Taxonomy. Continue development of essential questions.	Principal CRT Administrative Dean	Class room walk throughs. Common board configuration	Student work sample. Secratic seminars. Performance based assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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:	AAHS expects 50% of it's student population to make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
AAHS opened up for it's first year of in Auugust of 2010, hence we do not have learning gains data.	In June of 2011, 50% of our students will achieve learning gains.

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students minimal access to resources in achieving academic success/foundation in math concepts	Use comprehensive direct instruction through thinking maps in all math classes and incorporate FCAT math strands and FCAT-style questions to elicit responses from students. Teach students to recognize success and build towards mastery of math concepts.	Principal CRT Administrative Dean	Student work Student self-evaluation Teacher created assessments Provide multiple opportunities for students to improve knowledge based assessments.	Assessments Benchmark exams FCAT exams Teacher created 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:

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:	AAHS expects to increase 50% of the lowest 25th percentile to make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
AAHS opened up for it's first year of in August of 2010, hence we do not have data with regards to lowest 25% percentile.	AAHS expects 50% of it's lowest 25% to make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student attendance	Mentoring program matching students up with teachers and mentors from the community. Hiring additional tutors	Principal Administrative Dean CRT	Observation Classroom walkthroughs Meetings with tutors	Student sample work Benchmark exams testing FCAT exams

1		through Kelly Services to work with students on math strategies. Use of afterschool tutoring services. Provide adequate support for teachers and students to be successful in the use of instructional initiatives.			
2	High percentage of students scoring below grade level expectations	1. Placing students in double block intensive math classes 2. Response to Intervention 3. After school tutoring program	Principal Administrative Dean CRT	Classroom walk throughs Disaggregating and analyzing data and discussing data in PLC's Check student attendance in after school tutoring program	Student sample work Benchmark exams, teacher created assessments and assignments and FCAT testing

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:		AAHS will disaggregate data to identify students who need additional assistance to meet AYP in reading for all sub groups.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
AAHS opened up for it's first year of in August of 2010, hence we do not have data with regards to subgroups and AYP.		By July 2011, each of the following subgroups will make AYP on the FCAT reading test, utilizing the Safe Harbor criteria which requires a decrease by 10% of the students below grade level.			
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 cannot connect to curriculum	Use cultural responsive materials, resources and strategies.	Principal Administrative Dean Academic Dean CRT CCT	Teachers will analyze their data by sub-group and will incorporate appropriate strategies as necessary	Benchmark assessments Use cultural responsive checklist FCAT Teacher created 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		AAHS expect to increase 50% of our ELL students to a level 3 or higher.			
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2010 66.6% of ELL students scored a level 1 or 2 and did not make AYP	AAHS expects 50% of our ELL population to score a level 3 or higher on the FCAT exam

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student inability to understand relevance of math concepts to real world applications.	Use real world applications through Algebra and Geometry classes. Use of culturally responsive materials, resources and strategies Continued application of STEM requirements and utilization of community business members and companies.	Principal Administrative Dean CRT AcademicDean	Classroom walkthroughs Cultural responsive checklist Bi-monthly meetings with community leaders.	Community based projects FCAT, Benchmark assessments Teacher created assessments Student created projects.

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	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	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.				
Mathematics Goal #3:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # By June 2013, there will be a 40% increase in the number of students meeting proficiency as measured by the FCAT Math 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		29	36	43	50	

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.			It is expected that AAHS will increase the percentage of students achieving a Level 3 or higher		
Mathematics Goal #5B:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
American Indian Asian Black-30% Hispanic-19% White-40%			American Indian Asian Black-23% Hispanic-25% White-32%		
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	Misconception of math concepts	Use of student discovery and creativity with the core math textbook. with lessons and	Leadership team	Check Lesson Plans Regularly	Lesson Plan Templates Student Work Samples

		technology.			
2	For all Subgroups: All students in each subgroup have room for improvement; therefore, an anticipated barrier is the students' learning needs due to their skill deficiencies which may create gaps in processing patterns	Individual data chats with students showing them their increases over the years will assist them in seeing that they can see success.	Reading and Instructional Coaches Staffing Specialist	CWT – Leadership Team Documentation of data chats	Teacher and Student Data Note books

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, there will be a 25% increase in the proficiency of the ELL subgroup on the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 21% of the ELL students tested made learning gains	It is expected that the percentage of the ELL students making learning gains on FCAT Math will increase by 25%

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	Limited background knowledge and are unable to connect to the content curriculum.	Use of Differentiated instruction to meet student needs.	Principal Reading Coach CCT	CWT/ Leadership Team Follow up	FAIR, Edusoft and Mini Benchmark Assessment, CELLA Lesson Plan

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, there will be a 29% increase in the proficiency of the students with disabilities subgroup on the FCAT Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012FCAT data, 5% of the SWD students tested made learning gains	It is expected that the percentage of the SWD students making learning gains on FCAT Math will increase by 29%

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	5C.1. Fixed mindset of students, parents and teachers (students can't do it) Students with disabilities lack the necessary math background and vocabulary to perform and solve math word	Implement researched based strategies to support students	Staffing Specialist ESE Teacher Reading Coach Admin Leadership Team.	Professional Development for teachers on how to Monitor formative assessments and district	Lesson Plan Template . CWT Data Collection Student work samples

problems.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By June 2013, there will be a 29% increase in the proficiency of the economically disadvantaged subgroup on the FCAT Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 27% of the economically disadvantaged students tested made learning gains	It is expected that the percentage of the economically disadvantaged students making learning gains on FCAT Math will increase by 29%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the Econ Disadvantaged subgroup are made up of many students from the different minority subgroups and are often limited in their background knowledge and are unable to connect to the content curriculum, particularly if they were served in a self-contained setting in their middle school years.	Teachers of students in the Econ Disadvantaged subgroup utilize data to individualize instruction so that they are able to provide the most assistance in areas of need.	Teachers, Reading Coach, Principal	Edusoft Testing, Classroom assessments	Data from Edusoft testing, data from Classroom assessments

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By June 2013, there will be a 30% increase in the number of students meeting proficiency as measured by the EOC Algebra 1 Level 3 .
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 20% of students scored a level 3 on Algebra 1.	It is expected that AAHS will increase the percentage of students achieving a Level 3 or higher on the Algebra 1 EOC to increase to 30%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Misconception of math concepts	Use of student discovery and creativity with the core math	Teacher Principal LRS	Check Lesson Plans Regularly	Lesson Plan Templates Student Work

1	textbook and Next Generation Florida Mathematics Standards Curriculum workbook and with lessons infused with technology.	Classroom Walkthroughs	Samples
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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
No Data Submitted						

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

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:		AAHS expects to increase 55% of its student population scoring at a 3 or above on the FCAT 8th grade and 10th grade Science exam.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
AAHS opened for its first year in 2010 and only 2% scored at a level 3 or above.			In June of 2011, 55% of students will score at a level 3 or above on the FCAT Science		
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	Scaffolding not apparent in development of students.	Thinking Maps for Science Increase use of STEM resources and methadologies. Provide relevance between Science, reading and writing	Science Department Chair CRT Principal	Science benchmark testing FCAT Teacher proficiency level tests	FCAT Benchmark Teacher created assessments
2	Exposure to hands on activities for the kinesthetic learner	Pitsco modules for Biology, Forensic Science and Integrated science which incorporate multiple hands on activities	Science Department Chair CRT Principal	Science benchmark testing Module assessments RCA - assessments Enrichment activities	FCAT Science benchmarks mini assessments Module assessments Teacher created assessments and student projects

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:	AAHS expects to increase 55% of its student population scoring at a 4 or above on the FCAT 8th grade and 10th grade Science exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2010 10% of students scored at a level 4 or 5 on the Science FCAT.	In June of 2011, 65% of students will score at a level 4 or 5 on the Science FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing upper level course work	Increase number of honors classes offered Train teachers to incorporate enrichment activities Train teachers to differentiate to the excelling student	Science Department Chair CRT Principal	Classroom walk throughs Students created and teacher directed proects	Projects Benchmarks assessments teacher created assessments Student work

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

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

Problem-Solving Process to Increase Student Achievement

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

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

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

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

Biology.				
Biology Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 Biology.				
Biology Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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:	AAHS expect to increase 30% of students to score a level 4 or above on the FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 69% of students scoring at a level 3 or above on the writing FCAT	In June of 2013, 40% of students will score at a level 4 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary and sentence structure	Use of thinking maps Cornell note taking Marzano's six step vocabulary process Write for the Future vocabulary strategies Development of a school writing culture * Grade level requirements * Emphasis on writing process * Required writing in all	Academic Dean CRT	Classroom Walk throughs Bi-monthly meetings with teachers monthly writing prompts associated with content areas	Student examples of writing Use of writing rubric by teachers and students FCAT

		content areas * Writing formats beyond the five paragraph essay * Teacher modeling and writing * Student writing displayed and celebrated (May 2011)			
2	Paragraph structures and writing process	Continue to inculcate Thinking Maps and Write for the Future approaches into school wide culture through school wide emphasis via Orange County Writes	Principal LRS Teachers	Classroom walk throughs	Evidence of student work

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:					
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						

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

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

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

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

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

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

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	AAHS expects to increase attendance by 75% and decrease tardies by 90% for the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
178	75
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

165						62
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	High rate of health issues	Providing resources for medical help Train teachers/staff/parents on health care issues	Nicole Campbell	Monthly meetings with parents	Monitoring daily attendance records	
2	Oversight of Attendance reports	Informing parents and students on School Board Attendance Policy; Calls and letters home to parents beginning at the 5th absence in each class.	Dean,Registrar, Attendance Clerk, Principal	Documentation of an increase in the average daily attendance.	Pull daily attendance reports from SMS.	

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

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

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

Attendance Budget:

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

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:	AAHS expects to decrease the number of suspensions by 50% for the 2011 school year.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
0	0				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
0	0				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
92 students were suspended equalling 19% of student population	AAHS expects to decrease by 80% the number of suspensions out of school.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
92	20				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cannot provide in school suspension opportunities	Provide staff development using CHAMPS process of decreasing student behavior Ruby Payne relationships for administration and staff	Dr. Elvis Epps Mr. James Stackpole Mr. Kevin Morgan Mr. Michael Innis Ms. Tina White	Periodic monitoring of discipline throughout school Disaggregate discipline data Create RTI behavior modification plan	Discipline Reports

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	AAHS experienced it's first graduation last year.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	N/A
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

AAHS had its first senior class/graduating class for the 2012 school year.	AAHS anticipates 95% graduation rate.
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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	Hardships	Working with school to work program and provide students with income to help family Provide mentoring partnerships with YMCA, Junior Achievement and COMPACT	Leadership Team	Monitor attendance Continued partnership with community based members and associated organizations	Monitor students withdrawals.
2	Lack of financial resources	Provide workshops for parents on writing resumes, continuing education Provide community based assistance information Computer training for parents	Leadership Team	Monthly meetings with parents/sign in sheets Track job applications	Monitor parental involvement and attendance

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

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

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

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	AAHS traditionally has a high percentage of parent involvement at social types of events, but a much lower percentage of parent involvement at instructional/academic events. Parent involvement at academic events will increase by 15%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
6% (38) at instructional/academic events with a much higher percentage for Open House and school social events.	Increase parent involvement at academic events and meetings by 15%.

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	Unable to attend afterschool functions due to personal transportation issues	Conduct school-wide events at various times and dates with increased parental involvement in mind.	Principal Placement Specialist	Monitor events held and attendance	Attendance records/volunteer website data
2	Inability to access school website to monitor child	Enable parents to have computer time to use the "ADDitions" program on-line sign up. Computers will be set up for this purpose during Open House and Orientation and throughout the school year in Parent Section Room.	Principal Tech Coordinator LRS	Monitor parent log-in	Progressbook

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



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

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found