Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Quantum High School	District Name: Palm Beach
Principal: Dr. Joy Hicks	Superintendent: E. Wayne Gent
SAC Chair: Canaan Lentz	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	Dr. Joy G. Hicks	Ed.D Education Specialist Ed.S – Ed. Leadership & Administration/Supervision, BA/MS ESOL. Certification – Spanish K-12, ED Leadership (All Levels), ESOL K-12.	1st year	10	2011-2012 Data Pending For SY2009-10/2010-2011: no school grade assigned. Established a 'baseline' of 79% for AYP goals under the new school administration.
Assistant Principal	Latoya Tucker-Robinson	Ed.S/MA- Nova Southeastern University; BA – Florida A&M University Certification – Elementary Ed., ED Leadership	1st year	5	2011-2012 Data Pending For SY2009-10/2010-2011: no school grade assigned. Established a 'baseline' of 79% for AYP goals under the new school administration.

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jolie Eldridge	Elementary Ed K-6, Reading, ESOL, ESE K-12, Educational Leadership	1st year	3	
Reading Specialist	Debra Berlin	MS ED in Administration & Supervision Endorsements: K-12 Reading K-12 Special Education	1	21	

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

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1. Provide professional development opportunities for all faculty members. Encourage faculty to take advantage of district professional development trainings offered through TrainU or Course Registration. Regular meetings/trainings for new teachers	Dr. Joy Hicks, Principal	June 30, 2013
2. Partnering new teachers with veteran staff	Dr. Joy Hicks, Principal	June 30, 2013
3. Offer competitive salary, benefit packages and incentives/ bonuses	Dr. Joy Hicks, Principal	Ongoing March 15, 2013

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Non-Highly Effective Instructors

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0 – All teachers are highly qualified.	

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or hi	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers

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

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					gher				
6	0	33.3 (2) %	33.3 (2) %	33.3 %(2)	66.3 (4) %	TBD	16.3% (1)	0	(2) 33.3 %

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
Jason Beneby	Canaan Lentz & Reginald Harris	Assist teachers with ongoing professional growth, development and support.	Model lessons, attend professional development to enhance use of technology, shadow, team teach, work together on Portfolio Rubric and PLC participation.

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Ahmad Hayes	Jolie Eldridge	Assist teachers with ongoing professional growth, development and support.	Model lessons, attend professional development to enhance use of technology, shadow, team teach, work together on Portfolio Rubric and PLC participation.

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Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs

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Housing Programs	
Head Start	
Adult Education	
Career and Technical Education	
Job Training	
Other	

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. ● Principal will facilitate meetings and guide vision ● Assistant Principal will guide and support academic interventions as well as provide academic data and monitoring. ● Student Support Specialist will provide services and intervention strategies by linking community agencies to schools and families to support he student's academic and behavioral needs. ● ESE teacher will assist in collecting data and integrating materials into Tier 3 instruction and collaborate with general education teachers. ● Reading Specialist will provide support on the reading plan and data collection as well as provide professional development and support the implementation of Tier 1, 2, & 3 intervention plans. ● Student Support Specialist will assist in interpretation of data, program evaluation and school's data-based decision making activities. ● Teacher Advisor(s) will support and guide students using academic interventions as well as data collection for Tier 1, 2 & 3.
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? Once students are identified the team will meet weekly to monitor progress, determine appropriate interventions and services for these students and identify newly referred students that require additional support. Team will monitor progress of student behavior, attendance and academic achievement. The team will also work together to problem solve and make decisions.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The school based team will use the school improvement plan to guide program implementation and student interventions. The plan will be shared with the school's staff, the governing board and the School Advisory Committee.

The school improvement plan will serve as the framework for the plans set by the MTSS Leadership Team. The goals and objectives outlined within the SIP will drive the efforts made by the MTSS Leadership team to create academic improvements throughout the school. In the initial stages the MTSS will start by focusing heavily on the data. Following the diagnostics and FAIR assessments, the MTSS will analyze the data to create a picture of the strengths and weaknesses of the students. Following the data analysis the team will provide in-service professional development trainings that address student needs and learning gaps. The success of the implementation will be monitored continuously and will also be revised on an "as needed" basis.

Utilizing the six components of the RtI strategy (Leadership, Problem Solving, Curriculum/Instruction, Assessment, Monitoring, Positive School Climate, Family/Community) the MTSS Leadership team will collaborate with parents, teachers and students to design and select strategies for improving academic and behavioral performance.

MTSS Implementation

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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. Data will be retrieved from TERMS, EDW, student's Individual Success Plans and Apex Reports. The main focus of the MTSS leadership team is to use the results from data to provide interventions. Based on the Florida MTSS framework, the school will implement intervention systems of Tier 1 and Tier 2. The tier 2 intervention system will serve the students who are a level 3 and above while the Tier 1 system will serve the students who are level 1 and level 2 especially those who are in the lowest 25%. Tier 3 interventions will be implemented as needed when students engage in serious and chronic problem behavior. Plans will be developed to involve support for students to include wraparound and mental health services. The team will meet twice each month to evaluate and analyze the effectiveness of strategies being implemented
Describe the plan to train staff on MTSS. Staff will receive training on RTI during Summer All Staff Training, regional workshop and by the ESE teacher during staff training
Describe the plan to support MTSS. *The plan will be supported by the reading school administration, Reading Coach, advisory teachers and career coach-By-weekly meetings will be conducted to discuss, monitor and assess and determine level of student growth and need for further interventions. This data will be measured and distributed to all stakeholders through the progress monitoring process.*

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Joy Hicks - Principal, Latoya Robinson - Assistant Principal, Jolie Eldridge - Reading, Ahmad Hayes, ESE Teacher, Classroom Teachers

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
LLT will meet monthly to plan and discuss literacy initiatives. The team will meet monthly to review student data and identify the students who are showing mastery and those students who are not meeting the benchmarks. Each student will be discussed individually and intensive intervention plans will be developed accordingly. Based upon available data, the team will identify resources available and professional development needed. The team will articulate with instructional staff on the outcomes of the meetings and continuously keep them abreast of new information..
What will be the major initiatives of the LLT this year?
The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the Reading, Math, Science and EOC FCAT Exams. The implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. In addition, students will see an increase rigor throughout all classes. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of differentiated strategies across the curriculum, providing modeling and coaching by reading coach and administration for teachers and students and pull-out tutoring.

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

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Elementary Title I Schools Only: Pre-School Transition

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

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

All teachers in the area of Mathematics, Science, Social Studies and English will implement the following Reading Strategies: CRISS Strategies (Reading Teacher), Graphic Organizers, and FCAT Reading Task Cards. Utilizing a focus calendar, all teachers will be required to implement a reading benchmark as their secondary benchmark for weekly lessons. Professional development training will be used to teach appropriate methods of implementation. The LLT will provide support for teachers in the content area who do not have a reading endorsement.

All teachers will be encouraged to obtain ESOL and Reading endorsements on the basis that indebt knowledge of these strategies will help them to become better educators and best serve all students.

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

Students who enroll in the school will work with the Career Coach and teacher/mentor to determine interest and aptitude for post-secondary plans. While some students will pursue vocational programs, others will seek employment or enroll in a two or four year college.

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Intensive Math courses will also be offered. These courses integrate the primary core math concepts (Algebra, Geometry, Pre-Calculus, and Trigonometry). Additionally, the course addresses how these math concepts relate to each other, other contents, and postsecondary career tracks. A curriculum delivered via FDIC Money Smart serves to connect math concepts with real world application and provides students with a foundation for financial literacy.

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?

Students attend an Orientation when they enroll at the school. The teachers who facilitate Orientation meet with students individually to create the students' Individual Success Plan which is made up of a transcript review, goal sheet, success plan and essay. The school also employs a full-time Career Coach with a Guidance/School Psychologist background. Students work closely with the Teachers and Academic Coach/AP in selecting their courses. Students also visit the on campus Career Center for assistance in post-secondary planning.

Postsecondary Transition

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

The students will meet with the Career Coach to review and discuss graduation requirements.

In addition, school graduation committees ensure that students remain on track towards their goals. Career and College Fairs

give students the chance to explore future interest in a more hands on manner and provides an opportunity for them to ask

questions. SAT, ACT and ASVAB testing information will also ensure the students are prepared for the requirements of

postsecondary choices. All students will take the PERT and be assigned to appropriate college readiness and Apex courses.

Freshmen and Sophomores will take the PSAT exams which will give staff an indication of what the students at this level need as they strive towards college readiness. Based on this information all teachers will focus on creating college readiness skills through grade level assignments, asking high order thinking questions. Using the data in the High School Feedback report, the school will provide opportunities for students to take dual enrollment classes.

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The English and Reading teachers will focus on getting students ready to pass both the FCAT Reading \by the 11th grade. The Career Coach will provide students with information on colleges and scholarships that best suit their needs.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Students have been struggling readers from elementary school. Many have a negative attitude towards reading and do not understand the Importance of this skill.	1A.1. Obtain staff buy-in and involve all staff in the Reading Plus and the reading initiative.	1A.1. Reading Teacher, Administration, Teachers	1A.1. Run reports from Reading Plus on usage and student performance data. Diagnostic data showing increases in proficiency from fall to winter.	1A.1. Diagnostic and FCAT reports		
Reading Goal #1A: Quantum is a first year school.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	The first year results will serve as a baseline from which future performance goals will be established.					

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		A.2.	A.2.	A.2.	A.2.	A.2.	
		Many students come unmotivated and do not always have an interested in reading	Increase the level of differentiated instruction in Intensive Reading Class Conduct professional development trainings for teachers to give them research based motivational strategies. Implementation of PLCs within the school.	Reading Teacher, Teachers, Administration	Evaluation of Diagnostic and mini-assessment data, monitor attendance and Reading Plus usage	Diagnostic assessment data	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Limited reading engagement at home	2A.1. Provide Reading Plus reading program to improve student reading Achievement.	2A.1. Reading Teacher, Teachers	2A.1. Reading Plus reports will be pulled to review usage and performance data. Diagnostic and mini-assessment data will be monitored to ensure student proficiency is maintained	2A.1. Reading Plus reports, Diagnostic data		
Reading Goal #2A: *Quantum is a first year school.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box.	The first year results will serve as a baseline from which future performance goals will be established.					
		2A.2. Involvement and awareness of parents	2A.2. Increase communication with parents and teachers about student progress and ability. Implement sustained reading time for students; pull out reading classes for students needing further intervention	2A.2. Principal, Reading Teacher	2A.2. Participation in Family Nights, contact logs, monitoring of parent use of My Success Dashboard	2A.2. Participation in diagnostic and other state wide assessments	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Many students do not read for leisure or have limited engagement in reading away from school.	3A.1. Provide opportunities for students to identify and interpret elements of story structure within a text. Help students understand character development and character point of view. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.	3A.1. RtI Team, Principal. Assistant Principal, Reading Teacher, Advisory teachers-(Literacy Team)	3A.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed	3A.1. Baseline and Interim Assessment results, FAIR, Computer Assisted Program- APEX, Reading Plus, and results from 2013 FCAT Reading Assessments		

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Reading Goal #3A: *Quantum is a first year school.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	The first year results will serve as a baseline from which future performance goals will be established.					
		3A.2. Lack of commitment from students and families to consistently participate in FCAT camp and other prep courses.	3A.2. Increase differentiated instruction in Intensive Reading	3A.2. Reading Teacher; Administrator, Teachers	3A.2. Review of assessment and Reading Plus reports	3A.2. Diagnostic, Reading Plus reports.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. High percentage of students at Level 1	4A.1. Analyze student data from District Benchmark Assessments to determine skill deficient areas. Increase intensive reading classes and small group activities for students in need. Reading Intervention Program is designed to assist with Reading challenges	4A.1. Principal, Assistant Principal, Reading Teacher, and advisory teacher-(Literacy Leadership Team)	4A.1. Data analysis Weekly data chats with staff	4A.1. BAT data/Reading Plus reports/ FCAT data		

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Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Quantum is a first year charter school.						
	Enter numerical data for current level of performance in this box.	The first year performance data will serve as a baseline from which future goals will be set..				
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data** **2010-2011**						
Reading Goal #5A: *Quantum is a first year charter school.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Black: Hispanic: Asian: American Indian: Lack of interest in the topics being covered	5B.1. Provide relevant content which will activate schema and spur interest	5B.1. Administrator, ESOL, reading and ESE teachers	5B.1. Results from Literacy Advantage courses	5B.1. Classroom observations		

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Reading Goal #5B: *Quantum is a first year charter school.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	The first year performance data will serve as a baseline from which future goals will be set. White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Students have a lack of comprehension due to the language barrier	5C.1. Provide differentiated instruction; use of Apex Literacy Advantage courses	5C.1. ESOL Teacher, Reading Teacher, Classroom Teachers, Administrators	5C.1. Observation and reflection	5C.1. CELLA, IPT, Classroom observations		
Reading Goal #5C: *Quantum is a first year charter school.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	The first year performance data will serve as a baseline from which future goals will be set.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Exceptionalities, shorter attention span.	5D.1. Differentiate instruction, relate content to student interests	5D.1. ESE Teacher	5D.1. Lesson Plans, mini assessments	5D.1. Classroom observations, assessment data		
Reading Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	The first year performance data will serve as a baseline from which future goals will be set.					
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Many students lack support from home and do not often read away from school.	5E.1. Connect resources in the community to students and their families. Such resources may include health, housing, financial support.	5E.1. Family Support Specialist, Administrator, Career Coach	5E.1. Obtain feedback from community agencies, parents and students on support provided to students	5E 1. Academic and attendance data		
Reading Goal #5E: *Quantum is a first year school.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	The first year performance data will serve as a baseline from which future goals will be set.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	

		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

<u>Reading Professional Development</u>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity. PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or	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
Reading Plus 4.0 Training	9-12	PLC Leader Reading Specialist	Instructional Staff	August All-staff training, ongoing modeling	Weekly Review usage reports and data in Reading Plus.	Reading Specialist, Teachers, Administration
Apex Training	9-12	Director of Instructional Technology	All staff	August All-staff training, ongoing modeling	Weekly Review usage reports and data	Administration
Struggling Readers: Closing the Achievement Gap	9-12	Reading Specialist	Instructional Staff	August All-staff training, ongoing modeling	Review assessment data, Reading Plus and Apex reports	Teachers, Administrators

SQ3R & Notetaking	9-12	Reading Specialist/ Reading Director	Instructional Staff	August All-staff training, ongoing modeling	Review student binders and success in Apex course work and Reading curriculum.	Teachers, Administrators

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Tutoring service for students within the lowest 25%.	FCAT/Academic Boot Camp, FCAT Prep Materials, Healthy Snacks, Staff Training,		$500
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC Materials	Books and other materials to facilitate PLC	Meetings	$500
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Incentives	Gift cards, parties	Student Incentives	$500
Subtotal:			
$1500 Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/ speaking.	1.1. Teachers need a more variety of effective instructional strategies.	1.1. Conduct PD on working with LEP students.	1.1. ESOL contact, principal	1.1. Student assessment data, academic reports	1.1. Classroom walkthroughs, student performance	
CELLA Goal #1: Assist the students in achieving and maintaining proficiency and applying it to other areas of the academics.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Enter numerical data for current level of performance in this box.					

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		1.2. Many students are transient. The students are still learning and or adapting to second language acquisition and literary skills in their home language while emerging English skills through the school experience.	1.2. APEX and MY reading Coach programs in Language Acquisition. The school will utilize an enrichment approach that will include pullouts in Writing, Math and Reading. Resources such as: Reading Plus, My Reading Coach and Khan Academy.	1.2. The ESOL Endorsed Advisory Teachers will also monitor students' growth through discussions, parent conferences, and APEX assessments along with administration	1.2. Monthly progress reports as well as monitoring performance and credit course completion within five week span	1.2. .CELLA Results to determine level of Listening/Speaking skills to increase Reading and Writing skills. Fall and Winter Diagnostics, FCAT/EOC Examinations. School-Wide APEX Assessments
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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| 2. Students scoring proficient in reading. | 2.1. Students have difficulty with reading compression | 2.1. Teachers will activate students prior knowledge to develop meaning for students. Provide a variety of instructional strategies that will help students practice make story predictions, participate in read aloud, identify vocabulary using context clues, develop and analyze graphic organizers and use reciprocal teaching techniques to aid them while reading for understanding | 2.1. .The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies. | 2.1. The school leadership team will meet monthly or as needed d to disseminate data and monitor progress to student progress. Strategies will be realigned to ensure student success | 2.1. Student work Summative 2013 CELLA | |

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CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Students have difficulty writing clear, cohesive paragraphs.	2.1. Students will understand the use of rubrics and the importance of how criteria is needed to evaluate a written product, practice spelling strategies that help students focus on writing conventions, and use different prompts using the steps in the writing process to convey information effectively.	2.1. LLT and school administrators	2.1. Analyze student work samples and provide corrective feedback on selected assignments to observe student mastery	2.1. Student work; CELLA assessment data	

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CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. **Florida Alternate Assessment:** Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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3B. **Florida Alternate Assessment:** **Percentage of students making learning gains in mathematics.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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| Mathematics Goal #5B:

Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.

White:

Black:

Hispanic:

Asian:

American Indian: | *Enter numerical data for expected level of performance in this box.*

White:

Black:

Hispanic:

Asian:

American Indian: | | | | | |
| | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | |
| | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |

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

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2.1.	2.1.	2.1.	2.1.	2.1.	
Mathematics Goal #2: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.

		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Students have varied abilities and struggle with functions, linear equations & inequalities.	1.1. Differentiate instruction, small pull-out groups; Provide teachers with training in developing meaning through mathematical problem solving	1.1. Math Teachers/RTI Team	1.1. Classroom walkthroughs, mini-assessments; Review formative assessment data reports to ensure progress is being made and adjust Intervention as needed. Analyze student work samples and provide corrective feedback on selected assignments to observe student mastery	1.1. iObservation, Diagnostic Assessment data, Student work, Algebra I EOC		
Algebra 1 Goal #1: *Quantum is a first year school.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	The first year results will serve as a baseline from which future performance goals will be established					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Students need instruction to focus on functions, linear equations & inequalities where most are low performing	2.1. Higher order questions, peer tutoring; Assign student to cooperative learning teams and require that students explain to their peers in verbal and written form the process used to arrive at a solution.	2.1. Math Teachers, RTI Team and administrators	2.1. Classroom walkthroughs, mini-assessments	2.1. iObservation, Diagnostic tests, Algebra EOC		
Algebra Goal #2: *Quantum is a first year school.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	The first year results will serve as a baseline from which future performance goals will be established					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra 1 Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra 1 Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Students of varied instructional levels within the classroom. Students perform lower in Discrete Mathematics and Trigonometry.	1.1. Differentiate instruction, small pull-out groups	1.1. Administrators, Math Teachers	1.1. Review of student assessment, Classroom Walkthroughs.	1.1. Mini-assessments, Diagnostic, EOC		

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Geometry Goal #1: *Quantum is a first year school.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	The first year results will serve as a baseline from which future performance goals will be established				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Some students have lower attendance which doesn't give them the opportunity to practice and participate in prep sessions. Students of varied instructional levels within the classroom. Students perform lower in Discrete Mathematics and Trigonometry.	2.1. Review and monitor attendance daily. Utilize attendance contracts for those who aren't regular attending students.	2.1. Principal, Math teachers, RTI Team	2.1. Attendance in prep classes, attendance data; Review formative assessment data reports to ensure progress is being made and adjust intervention as needed	2.1. TERMS, mini-assessments, diagnostics and Geometry EOC		
Geometry Goal #2: *Quantum is a first year school.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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		Enter numerical data for current level of performance in this box.	The first year results will serve as a baseline from which future performance goals will be established *this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**						
Geometry Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional

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Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity. PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of secondary benchmark in instruction and effective use of enrichment programs	9-12	Principal	Mathematics Teachers	Every Friday	Classroom observations, monitoring the use of Core K-12.	Administrators

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<u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Peer Tutoring & Math Prep	Before and after school tutoring will be provided for those students who fall into the category of the lowest 25%. There will also be Saturday tutoring available.	Classroom Supplies, Textbooks, Food Service	$250
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Khan Academy; Core K-12	Utilizing computers to increase success in subject areas and computer based assessment	N/A	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
Science Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Science Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Science Goal #2B:	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Students scoring at Achievement Level 3 in Biology 1.	1.1. Students of varied instructional levels within the classroom; students struggle with - Molecular and Cellular Biology	1.1. Differentiated Instruction and use of collaborative learning strategies among students. Use pull-out groups and additional prep classes to support student learning. Provide inquiry-based activities that allow the students opportunity to compare, contrast, interpret, analyze and explain the concepts of DNA replication; gene mutation; cellular respiration; and biochemical reactions and enzymes	1.1. Science teachers, RTI Team, administrators	1.1. Classroom Walkthroughs, mini-assessments	1.1. iObservation, Assessment data, Diagnostic Assessment, Biology EOC		

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| Biology 1 Goal #1:

Quantum is a first year school.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	The first year performance data will serve as a baseline from which future goals will be set.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. Students of varied instructional levels within the classroom; students struggle with - Molecular and Cellular Biology	2.1. Create learning opportunities for students to evaluate scientific explanations and investigations. Students will practice making inferences using critical thinking skills to guide their scientific explorations.	2.1. Science teachers, RTI Team, administrators	2.1. The RtI Team and the science teachers will review student work folders for evidence of processes used for scientific investigation activities. Classroom walkthroughs by administrators. APEX assessments will be used to measure expected student mastery.	2.1. Diagnostic Assessment, Biology EOC, student work		
Biology 1 Goal #2: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	9-12	Reading Teacher	School-Wide	October 19, 2012	Small Group Activities	Principal
				January 7, 2013		Assistant Principal
				February 4, 2013		

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide hands on learning and activities	Mini-lab materials; diagrams	Classroom Supplies	$250

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: **Students scoring at Achievement Level 3.0 and higher in writing.**	1A.1. A high percentage of students lack appropriate knowledge of proper grammar, sentence structure, paragraph structure	1A.1. Implement "Writer's Workshop" to provide intensive support through direct instruction.	1A.1. English Teachers	1A.1. Lesson plans, observations, writing assessments	1A.1. Mini assessments and FCAT assessments		

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| Writing Goal #1A:

Quantum is a first year school.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	The first year performance data will serve as a baseline from which future goals will be set.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	9-12	Language Arts Teacher	Language Arts Teachers	October 19, 2012	Small Group Instruction	Language Arts Teachers
			Reading Teacher	January 7, 2013		
				February 4, 2013		

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Writing Boot camp	School-Wide	Materials	$250.00

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Ensuring a successful implementation of school wide writing plan	School-Wide Plan	Meetings/Training	$100.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

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

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

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

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

		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.		
	Many students already have a pattern of non-attendance; Parents had limited knowledge of the expectations and regulations associated to student attendance and tardies.	Provide encouragement, incentives and resources through community organizations; Identify and refer students who are developing a pattern of non-attendance to MTSS / RTI Team for intervention.	Teachers, Administrators, Family Support Specialist, Data Specialist	Teachers will check attendance bulletin for accuracy on a daily bases and make correction as needed. Use attendance reports from STARS to identify habitual non-attendees	Student Tardy Logs, Attendance Sign-In sheets, STARS and TERMS		
Attendance Goal #1: *Quantum is a first year school.*	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	Enter numerical data for current attendance rate in this box.	The first year performance data will serve as a baseline from which future goals will be set.					

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	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box	*Enter numerical data for expected number of absences in this box.*					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in this box.	*Enter numerical data for expected number of students tardy in this box.*					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		Large majority of student population have entered school with an extensive history of excessive absences and truancy issues	Increase communication with parents and document attendance using Online School Reports. Continuously review attendance policy with students. Call parents for the students who are habitually absent or tardy. Post attendance policy and consequences for non-compliance throughout the school.	All Staff	Teachers will check attendance bulletin for accuracy on a daily bases and make correction as needed. Use attendance reports from STARS to identify Habitual non-attenders. Attempt contacts as needed.	Attendance Bulletins, STARS/ TERMS	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STARS Reports	9-12	Principal	School-Wide	Weekly	Monitoring reports from STARS and Attendance contracts	Principal
						Assistant Principal, Advisory Teachers, Data Specialist
Truancy Prevention	9-12	District	Attendance Staff	August 6-17, 2012	An intervention program will be developed during the PD, the Principal will monitor the implantation of the program	Principal
						Assistant Principal, Advisory Teachers, Data Specialist
School Attendance Procedures	9-12	Principal	School-Wide	Weekly	Monitoring reports from STARS and Attendance contracts	Principal
						Assistant Principal, Advisory Teachers, Data Specialist

Attendance Budget (Insert rows as needed)

Include only school-based funded			

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activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Incentive Program	Rewards – food, gift cards, raffle prizes	Student Incentives	$1000
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Suspension	1.1. A high number of students are classified as at-risk based on previous behavioral issues at their home school. As a result, traditional disciplinary action has not been effective in helping these students to change behavior which has resulted in unsuccessful attempts to graduate from the traditional high schools.	1.1. Parents will participate in workshops dealing with a range of topics such as appropriate behavior, signs of mental health issues in their children, resources available for counseling, and developing communication skills.	1.1. Family Support Specialist Local resources/ community agencies	1.1. Referral numbers Staff logs	1.1. Monthly review of behavior reports		
Suspension Goal #1: *Quantum is a first year school.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					

	Enter numerical data for current number of *in-school suspensions*	The first year performance data will serve as a baseline from which future goals will be set.				
	2012 Total Number of Students Suspended ____ In-School	2013 Expected Number of Students Suspended ____ In -School				
	Enter numerical data for current number of students suspended *in-school*	*Enter numerical data for expected number of students suspended* *in- school*				
	2012 Total ____ Number of Out-of-School Suspensions	2013 Expected Number of ____ Out-of-School Suspensions				
	Enter numerical data for current number of students suspended *out- of- school*	*Enter numerical data for expected number of students suspended* *out- of- school*				
	2012 Total Number of Students Suspended ____ Out- of- School	2013 Expected Number of Students Suspended ____ Out- of-School ____				
	Enter numerical data for current number of students suspended *out- of- school*	*Enter numerical data for expected number of students suspended* *out- of- school*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	9-12	Principal, Assistant Principal	School Wide	August 13, 2012	Monitor the enforcement of student Code of conduct implemented by teachers through classroom walkthroughs	Principal Assistant Principal
School wide expectations	9-12	Security Principal, Assistant Principal Security	School Wide	August 24, 2012	Monitor Behavior Logs	Principal Assistant Principal

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Staff Workshop how to communicate with at risk students	9-12	Principal, Assistant Principal

Security | School Wide | August 14, 2012 | School wide climate survey | Principal

Assistant Principal |
| Handle with Care | 9-12 | Principal, Assistant Principal

Security | | August 17, 2012 | School wide incident reports | Principal

Assistant Principal |

Suspension Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Many students have challenges and outside influences that make them at risk for dropping out	1.1. Provide positive mentors post-secondary transition resources to aid them in overcoming their challenges and to encourage them in remaining in school.	1.1. Administrators, Teachers, Family Support Specialist, Career Coach	1.1. Attendance record, Progress in classes.	1.1. TERMS/STARS reports Reduction in withdrawals and absenteeism		

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Dropout Prevention Goal #1: *Quantum is a first year school.*	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	Enter numerical data for dropout rate in this box.	The first year performance data will serve as a baseline from which future goals will be set.					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional

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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
Identifying obstacles to student success	9-12-Drop-out Prevention	Family Support Facilitator	School-Wide	February 4, 2013	Monthly team feedback reports of student needs	Principal Family Support Specialist

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Identifying obstacles to student success	Copies of materials	School funds	$200.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Limited time for parental involvement	1.1. Increase number of annual activities and plan flexible times to accommodate parents and families; communicate frequently via email, phone, newsletter and conferences. Ensuring parents have access to My Success Parent Portal	1.1. Principal, Family Support Specialist	1.1. Involvement in activities; .Review sign in sheets to determine the number of parents participating in parent group programs or workshops	1.1. Sign-in sheets, increased communication		

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Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
Quantum is a first year school. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*						
	Enter numerical data for current level of parent involvement in this box.	Reduction in withdrawals and absenteeism				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning

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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
Strategies	9-12	Principal	School-Wide	October 19, 2012	Monitor parent logs during school events	Principal
for Engaging		Assistant Principal		February 4, 2013		Assistant Principals
Parent Participation		Career Coach				Career Coach

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Suicide Prevention Parent Workshop	Presentation	Parent Meetings	$100.00
Family Nights	Literacy Night, College Night, Back to School Night etc.	Parent/Community Meetings	$250.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
$350.00Total:			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Work to increase enrollment in honors classes. Establish a STEM program through collaboration with an educational agency in an effort to create a program that will impact student achievement and overall school improvement.	Approximately 80 percent of students are level 1 and 2 requiring remediation courses on their schedules.	Monitor students' academic gains in order to place them in Advance Placement and Honors courses.	Teachers and administrators	.The MTSS Team along with the science, \and mathematics teachers will review student work folders for evidence of the use of inquiry based learning activities	District Baseline Data and school based Assessment.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through

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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
Effective Supervision to Increase Student Achievement	9-12	Assistant Principal	School-Wide	February 4, 2013	Monitor student participation through the scheduling process/ Student progress will be monitored daily by classroom teacher	Principal Assistant Principal MTSS Team

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

		1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

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| Additional Goal #1:

Enter narrative for the goal in this box.	2012 Current Level :*	2013 Expected Level :*				
	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
$1500 Total:
CELLA Budget
Total:
Mathematics Budget
$250 Total:
Science Budget
$250 Total:
Writing Budget
$350Total:
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
$1000 Total:
Suspension Budget
Total:
Dropout Prevention Budget
$200 Total:
Parent Involvement Budget
$300 Total:
STEM Budget
Total:
CTE Budget
Total:
Additional Goals
$3850 Total:

	Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
□Priority	□Focus	□Prevent

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

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

School Advisory Council (SAC)

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

□ Yes   □ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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The School Activities Committee (SAC) will assist in coordinating activities and events that enrich the lives of students and provides support and assistance to the Administration and faculty. The Committee will work to share perspectives on school improvement, provide support to enable the school to provide the greatest educational services, assist with Family Night planning and Open Houses, solicit ideas an input from students (student council representatives will serve on the SAC).

Describe the projected use of SAC funds.	Amount