FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Juvenile Justice Education Programs
Orange Detention Center

2012–2013

May 25, 2012

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2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Orange Detention Center	District Name: Orange
Principal: William Tovine	Superintendent: Dr. Babara Jenkins
SAC Chair: Lamont Lofton	Date of School Board Approval:

Student Achievement Data:

Use data from the Common Assessment to complete reading and mathematics goals. Programs may include math data from the math assessment used in 2011–2012.

Administrators

List your school's on-site administrators who are responsible for educational services (e.g., principal, lead educator) 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 the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of 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 common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	William Tovine	Masters-Ed. Leadership	1	7	Current School not Graded (N/A)
Site Administrator	Phyllis S. Harper	Bachelors English 6-12 Master's Supervision and Leadership, School Principal All Levels	10	25	Current School not Graded (N/A)

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Lead teacher	Deborah Johnson	B.S. in Psychology/ Social Sciences 6-12, Highly Qualified in Language Arts 6-12	19	0	Current School not Graded (N/A)

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 the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

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 common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Peggy Schwartz	AS, BS, MS--Elementary Education 1-6, English 6-12, Reading Endorsement K-12, Coaching Endorsement	2	9	Current School not Graded (N/A)

Effective and Highly Effective Teachers

List your school's highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. *Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor's degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.*
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Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Math Science	Albert Davies	AS, BS Computer Science/ Biology 6-12, Chemistry 6-12, Earth-Space Science 6-12, Mathematics 5-9, General Science 5-9, Middle Grades Integrated Curriculum 5-9	4 1/2	4 1/2	Current School not Graded (N/A)
Reading Elementary	Inta Carreno	BA Elm Ed. MA Education/ Early Childhood, Elm Ed., ESOL, Reading Endorsement k-12, English 5-9	34	33	Current School not Graded (N/A)
Math Science	Elizabeth Boos	BS Criminology/ Sociology 6-12, ESE, Highly Qualified in Math and Science 6-12	16	26	Current School not Graded (N/A)
Language Arts Social Studies	William Barnes	BS Ed History/ History 6-12, Highly Qualified Language Arts and Biology 6-12	8	20	Current School not Graded (N/A)
Middle School Math	Joanne Green	Mathmatics 5-9	1	12	Current School not Graded (N/A)
Language Arts Social Studies	Leonard Herbert	AA Criminal Justice, BA Political Science, MA ESE/ ESE, ESOL, Language Arts, Reading	1	11	Current School not Graded (N/A)

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Professional Development on site to assist teachers in acquiring multiple certifications that are needed be highly qualified at Alternative Education	Principal, Assistant Principal, CRT, Instructional Coaches	June 2013	
2. Seek to hire teachers with multiple certifications	Principal, Assistant Principal	ongoing	
3. Resource team offers Extensive Professional Learning which assists teachers to renew certifications.	Assistant Principal, CRT, Coaches, Lead Teachers, Instructional Leaders	ongoing	
4. Mentor- Mentee program for beginning teachers and as instructional support for out of field teachers	Assistant Principal, CRT, Lead Teachers, Coaches, Instructional Leaders	ongoing	
5. School decision making process is open to active input from teachers	Principal, Assistant Principal, Lead Teachers, Coaches	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3	ACP to qualify for Professional Certificate. Provide exam study books to prepare for Subject Area Exams and, in-house class support for exam preparation. Mentor/Mentee program plus instructional support from Lead Teacher, Instructional Coach, Reading Coach, peer math teachers and Valencia EPI Program.

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Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
11	0	54.5% (6)	18% (2)	36% (4)		100 (11)	18% (2)	0%	18% (2)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Deborah Johnson	Myron Moore	Ms. Johnson is the Lead Teacher for the site and an experienced staff developer as well as a veteran teacher. She is also very knowledgeable in RtI, Thinking Maps and Differentiated Instruction and is a trained mentor.	Conferences/ meetings with mentor, reading coach, and site administrator, observations, modeling, district professional, development courses, school- wide professional development courses, curriculum/ lesson planning

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			sessions, shadowing in peers' classrooms , lesson study
Inta Carreno	Kimberly Riffle	Ms. Carreno is the Reading Teacher for ORJDC and an experienced staff developer as well as a veteran teacher. She is also very knowledgeable in RtI, Thinking Maps and Differentiated Instruction and is a trained mentor.	Conferences/ meetings with mentor, reading coach, and site administrator, observations, modeling, district professional, development courses, school- wide professional development courses, curriculum/ lesson planning sessions, shadowing in peers' classrooms, lesson study
Deborah Johnson	Brieanna Johnson	Ms. Johnson is the Lead Teacher for the site and an experienced staff developer as well as a veteran teacher. She is also very knowledgeable in RtI, Thinking Maps and Differentiated Instruction and is a trained mentor.	Conferences/ meetings with mentor, reading coach, and site administrator, observations, modeling, district professional, development courses, school- wide professional development courses, curriculum/ lesson planning sessions, shadowing in peers' classrooms, lesson study

Grades 6-12 Only - Sec. 1003.413 (2)(b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

We have developed a plan to incorporate literacy strategies across Alternative Education. We have created several school wide initiatives that are currently being implemented throughout every classroom, regardless of content taught. All teachers participate in progress monitoring. We have

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incorporated a Literacy Focus Calendar, Vocabulary strategies/initiatives are provided to every teacher, and Thinking Maps are being used in every classroom. These initiatives also support the requirements for our new observation system offering additional support to the teachers.

*High Schools Only

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S.
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The AE Schools provides a framework that assist students in the development of courses that would meet high school graduation requirements and includes benchmarks of the Sunshine State Standards. The courses as determined by the guidance counselor, shows relevance to student's goals by meeting Bright Futures Scholarship core and elective requirements, comprehensively aligns with the essential workforce skills and aligns with the U.S. Department of Education's 16 Career Clusters.
AE Counselors meet with each student and provides a course checklist outlining specific courses based on grade level and academic needs as it relates to the district's Student Progression Plan. Students meeting the 24-credit minimum requirement are given the opportunity to experience a standard curriculum with career influence which promotes positive outcome for future endeavors.

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 to their future?

The AE Counselors have developed a Comprehensive Guidance Plan to work effectively with students. This plan includes an advising system that allows AE Counselors to meet with students on a regular basis and provide academic planning while setting career goals. AE Counselors provide classroom instruction in collaboration with teachers by using the Choices program, a career interest inventory. Students are engaged in various lessons to motivate their learning while exercising their schemata.
AE Counselors meet with each student and provides a course checklist, outlining specific courses based on grade level and academic needs as it relates to the district's Student Progression Plan. Students are given the opportunity to create an "Electronic" Education Plan (ePEP) alongside the AE Counselor to discuss courses needed for the current year and the years thereafter. Students feel involved and enthusiastic when selecting the courses with their counselor. They are also encouraged to research additional careers, track their education, check Bright Futures Scholarship eligibility, learn about postsecondary opportunities, apply online to state universities and colleges, and apply online for state and federal financial aid.

Postsecondary Transition

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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.

AE Counselors use an array of strategies to improve postsecondary readiness such as, placing students in appropriate courses based on specific needs (i.e. scheduling remedial courses for FCAT and other subjects for learning gains), allowing students to take advantage of online courses for advancement, grade forgiveness and/or credit recovery opportunities. Students have the chance to be placed in Math, Reading and Writing for College Success courses, Dual Enrollment, ACT and SAT preparation courses, college tours and online college readiness programs through Facts.org or Collegeboard.com.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains?
▪ What percentage of students made learning gains?
▪ What was the percent increase or decrease of students making learning gains?
▪ What are the anticipated barriers to increasing the percentage of students making learning gains?
▪ What strategies will be implemented to increase and maintain proficiency for these students?
▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

* 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
1. Percentage of students making learning gains in reading. Reading Goal #1: N/A	1A.1 Ineffective use of reading strategies in content areas.	1A.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1A.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.

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N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2012 Current Level of Performance:* O% (0)of students	2013 Expected Level of Performance:* 50% (.5) of students					
			1A.2 Alignment between instruction and assessment.	1A.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments.	1A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1A.2. Test samples and lesson plans.
			1A.3. Consistent utilization of data for instructional decision making.	1A.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1A.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.3. Comparison of student performance on common assessment to specified standardized assessments.	1A.3. FAIR, Benchmark and Mini-Benchmark exams

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #2: 50% (.5) of students will make learning gains in reading.	**Baseline data 2010-2011** N/A	O% (0) of students made learning gains in Reading.	50% (1) of students will make learning gains in Reading.	50% (2) of students will make learning gains in Reading.	50% (3) of students will make learning gains in Reading.	50% (5) of students will make learning gains in Reading.	50% (8) of students will make learning gains in Reading.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
			Please note that each Strategy does not require a professional development or PLC activity.			
Incorporating Technology into the classroom	6-12 Reading	Deborah Johnson	All	September 2012	Observation	Lead Teacher Reading Coach
Literacy PLC's	6-12	Reading Coaches	Reading Teachers	Monthly meetings	Meeting minutes Creation of common plans and assessments	Instructional Coaches Site Administrators Lead Teachers Classroom
New Classroom Assessment Tool	All	Administrators District staff	All	Ongoing	Lesson plans	Administrators
Thinking Maps	All	Instructional Coaches CRT	All	New teachers in Sept. Follow ups 1 per quarter	Examples of student work Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Differentiated Instructional Strategies – Using IMS	All	Instructional Coaches CRT	All	Once per semester and in coaching sessions	Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Cornell Note- Taking	All	Instructional Coaches CRT, DJJ Title I Compliance	All Instructional Staff	Once a month through May 2013	Continuous improvement through PLCs.	CRTs, Reading Coach, Lead Teacher, Title I Compliance, Administrators

Reading 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	Available Amount
N/A	N/A	N/A	N/A
			Subtotal: TBD
Technology			

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Strategy	Description of Resources	Funding Source	Available Amount
Utilize the SharePoint portal for the purpose of providing key information for all employees.	To provide an online collaborative vehicle where Professional Development information and shared best practices can be housed in one location for teachers ease of access for our various school sites.	School Budget	N/A
			Subtotal: TBD
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development will be content focused by applying the criteria of the Professional Learning Communities (PLC) in collaborative teams based on Reading benchmarks to establish common assessments.	Resource Team	School Budget	To Be Determined
Train two teachers to become Lesson Study Facilitators	District level professional development	School Improvement budget	$400.00
			Subtotal:$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Assessment and Tutoring	Title I- Part D/ Teacher, Para Professional, Program Assistant, and Transition Contact	Title I- Part D	N/A
			Grand Total: TBD

End of Reading Goals

Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.   ▪ What percentage of students made learning gains?   ▪ What was the percent increase or decrease of students making learning gains?   ▪ What are the anticipated barriers to increasing the percentage of students making learning gains?   ▪ What strategies will be implemented to increase and maintain proficiency for these students?   ▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

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. Percentage of students making learning gains in mathematics. Mathematics Goal #1: N/A			1A.1 Ineffective use of reading strategies in content areas.	1A.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1A.1. Monitor progress of all students through all assessments used throughout the year.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% (38) of students made learning gains from level one to level two.	*Learning gains will increase by 50% (57) students.*					
			1A.2 Alignment between instruction and assessment. 1A.3. Consistent utilization of data for instructional decision making.	1A.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	1A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1A.2. Test samples and lesson plans.	1.2. Monitor progress of all students through all assessments used throughout the year.
			1A.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1A.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.3. Comparison of student performance on common assessment to specified standardized assessments.	1A.3. Benchmark and Mini-Benchmark exams	1.3. Monitor progress of all students through all assessments used throughout the year.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** N/A	50% (38) of students made learning gains from level one to level two.	Learning gains will increase by 50% (57) students.	Learning gains will increase by 50% (86) students.	Learning gains will increase by 50% (129) students.	Learning gains will increase by 50% (151 bed cap) students.	Learning gains will increase by 50% (151 bed cap) students.
Mathematics Goal #2: 50% (38) of students will make learning gains in math.							

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			1.1 Ineffective use of reading strategies in content areas.	1.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Algebra Goal #1: *50% (.5) of students will make learning gains in math.*	2012 Current Level of Performance:* *0% (0) of students made learning gains from level one to level two.*	2013 Expected Level of Performance:* 50% (1) of students will make learning gains in Geometry.					
	1.2 Alignment between instruction and assessment.		1.2. Train teachers in the use of CIA blueprint and	1.2. Administrator CRT	1.2. Teachers will engage in structured comparison	1.2. Test samples and lesson plans.	1.2. Teacher observations, PLC Reading Rubric, and

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		test item specs in creating common assessments	Coaches/Support staff Lead Teacher Classroom Teachers	among CIA blueprint, test item specifications, and assessments.		PLC teacher product samples
	1.3. Consistent utilization of data for instructional decision making.					
		1.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.3. Comparison of student performance on common assessment to specified standardized assessments.	1.3. Algebra 1 EOC Benchmark tests	1.3. Teacher observations, PLC Reading Rubric, and PLC teacher product samples
		1.4. Lack of basic math skills and math fluency impedes current instruction	1.4. Implement intervention strategies in text and CIA Blueprint	1.4. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.4. Tracking though Math PLCs	1.4. Benchmark and mini assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			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 Algebra.			1.1	1.2	1.3	1.4	1.5	
Algebra Goal #2: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 N/A	O% (0) of students made learning gains in Algebra.	50% (1) of students will make learning gains in Algebra.	50% (2) of students will make learning gains in Algebra.	50% (3) of students will make learning gains in Algebra.	50% (5) of students will make learning gains in Algebra.	50% (8) of students will make learning gains in Algebra.

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Algebra Goal #3: 50% (1) of students will make learning gains in Algebra.					

End of Algebra EOC Goals

Geometry End-of-Course Goals

* 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 Ineffective use of reading strategies in content areas.	1.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Geometry Goal #1: *N/A*	2012 Current Level of Performance:* *0% (0) of students made learning gains from level one to level two.*	2013 Expected Level of Performance:* *50% (1) of students will make learning gains in Geometry.*					
	1.2 Alignment between instruction and assessment. . 1.3. Consistent utilization of data for instructional decision making.		1.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	1.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1.2. Test samples and lesson plans.	1.2.
			1.3. Train and provide continuous support using	1.3. Administrator CRT	1.3. Comparison of student performance on common	1.3. Geometry EOC Benchmark tests	1.3.

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		the IMS system and use of consistent data collection.	Coaches/Support staff Lead Teacher Classroom Teachers	assessment to specified standardized assessments.	
		1.4. Lack of basic math skills and math fluency impedes current instruction	1.4. Implement intervention strategies in text and CIA Blueprint	1.4. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.4. Tracking though Math PLCs	1.4. Benchmark and mini assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		1.1	1.1	1.1	1.1	1.1
Geometry Goal #2: *N/A*	2012 Current Level of Performance:* *N/A* / 2013 Expected Level of Performance:* *N/A*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** N/A	O% (0) of students made learning gains in Geometry.	50% (1) of students will make learning gains in Geometry.	50% (2) of students will make learning gains in Geometry.	50% (3) of students will make learning gains in Geometry.	50% (5) of students will make learning gains in Geometry.	50% (8) of students will make learning gains in Geometry.

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Geometry Goal #3:						
50% (1) of students will make learning gains in Geometry.						

Mathematics 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating Technology into the classroom	6-12 Math	Deborah Johnson	All	September 2012	Observation	Lead Teacher Reading Coach
Math PLC's	6-12	Math Coaches	Math Teachers	Monthly meetings	Meeting minutes Creation of common plans and assessments	Instructional Coaches Site Administrators Lead Teachers Classroom
New Classroom Assessment Tool	All	Administrators District staff	All	Ongoing	Lesson plans	Administrators
Thinking Maps	All	Instructional Coaches CRT	All	New teachers in Sept. Follow ups 1 per quarter	Examples of student work Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Differentiated Instructional Strategies – Using IMS	All	Instructional Coaches CRT	All	Once per semester and in coaching sessions	Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Cornell Note- Taking	All	Instructional Coaches CRT, DJJ Title I Compliance	All Instructional Staff	Once a month through May 2013	Continuous improvement through PLCs.	CRTs, Reading Coach, Lead Teacher, Title I Compliance, Administrators

End of Geometry EOC Goals

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Mathematics 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	Available Amount
N/A	N/A	N/A	N/A
			Subtotal: TBD
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal: TBD
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train two teachers to become Lesson Study Facilitators	Train two teachers to become Lesson Study Facilitators	Train two teachers to become Lesson Study Facilitators	Train two teachers to become Lesson Study Facilitators
Professional Development will be content focused by applying the criteria of the Professional Learning Communities (PLC) in collaborative teams based on Math benchmarks to establish common assessments.	Resource Team	School Budget	To Be Determined
			Subtotal: TBD
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Assessment and Tutoring	Title I- Part D/ Teacher, Para Professional, Program Assistant, and Transition Contact	Title I- Part D	N/A
			Grand Total: TBD

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*	1.1. Ineffective use of reading strategies in content areas.	1.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1.1. Teacher observations, PLC Content Area Content Area Reading Rubric, and PLC teacher product samples.
	1.2 Alignment between instruction and assessment. . 1.3. Consistent utilization of data for instructional decision making.		1.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	1.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1.2. Test samples and lesson plans.	1.2.

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		1.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.3. Comparison of student performance on common assessment to specified standardized assessments.	1.3. Benchmark and Mini-Benchmark exams	1.3.
	1.4.Ineffective implementation of targeted interventions.	1.4 Differentiated instruction	1.4.. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.4. Science PLCs discuss data and problem solve.	1.4. Teacher observations, benchmark and mini assessments.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		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 Biology.		2.1. Lack of hands on experiences due to agency rules.	2.1 Provide training and support to. increase use of smart boards and Safari Montage or other virtual experiences	2.1. Administrator CRT Coaches/Support staff Lead Teacher Science Teachers	2.1. Science PLCs discuss data and problem solve.	2.1. PLC teacher product samples.

Biology Goal #2: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating Technology into the classroom	6-12 Math	Deborah Johnson	All	September 2012	Observation	Lead Teacher Reading Coach Math Coach
Math PLC's	6-12	Math Coaches	Math Teachers	Monthly meetings	Meeting minutes Creation of common plans and assessments	Instructional Coaches Site Administrators Lead Teachers Classroom
New Classroom Assessment Tool	All	Administrators District staff	All	Ongoing	Lesson plans	Administrators

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Thinking Maps	All	Instructional Coaches CRT	All	New teachers in Sept. Follow ups 1 per quarter	Examples of student work Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Differentiated Instructional Strategies – Using IMS	All	Instructional Coaches CRT	All	Once per semester and in coaching sessions	Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Cornell Note- Taking	All	Instructional Coaches CRT, DJJ Title I Compliance	All Instructional Staff	Once a month through May 2013	Continuous improvement through PLCs.	CRTs, Reading Coach, Lead Teacher, Title I Compliance, Administrators

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
N/A	N/A	N/A	N/A
			Subtotal: TBD
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal: TBD
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development will be content focused by applying the criteria of the Professional Learning Communities (PLC) in collaborative teams based on Science benchmarks to establish common assessments.	Resource Team	School Budget	To Be Determined

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			Subtotal: TBD
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	School Budget	N/A
			Subtotal: TBD
			Total: TBD

End of Science Goals

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

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

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

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Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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 and Schedules (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: TBD
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: TBD

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

End of Civics Goals

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:* *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

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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.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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 and Schedules (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: TBD
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

End of U.S. History Goals

Career Education Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
• What career type does the program offer?
• How does the program provide career exploration for all students?
• What hands-on technical training does the program provide (type 3 programs)?
▪ For type 3 programs what industry certifications are offered?
▪ How many students earned industry certifications?
▪ Is the program a Career and Professional Education (CAPE) Academy?

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

CAREER EDUCATION 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. Career Education Goal			1.1 Short term stay in detention centers.	1.1 Provide Life Skills and Career Exploration for all students	1.1 Debora h Johnson Lead Teacher, Phyllis Harper, Site Administrator	1.1 Student feedback,	1.1 Daily Grades and student schedules
To provide Lifeskills and Career	2012 Current Level :*	2013 Expected Level :*					

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Exploration for all students and Career and College Prep for long term students and those students who are transitioning to Positive Pathways.	*Enter numerical data for current goal in this box.*	*Enter numerical data for expected goal in this box.*				
	1.2 Students behind in credits for their cohort group. 1.1 Short term stay in detention centers.	1.2 Provide APEX Learning in College and Career Prep for students transferring to Positive Pathways Transition Center	1.2 Debora h Johnson Lead Teacher, Phyllis Harper, Site Administrator	1.2 Student feedback	1.2 Credits earned	1.2.
		1.1 Provide Life Skills and Career Exploration for all students	1.1 Debora h Johnson Lead Teacher, Phyllis Harper, Site Administrator	1.1 Student feedback,	1.1 Daily Grades and student schedules	1.3.

Career Education 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Career Education 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	Available Amount
N/A	N/A	N/A	N/A
			Subtotal: TBD
Technology			
Strategy	Strategy	Strategy	Strategy
N/A	N/A	N/A	N/A
			Subtotal: TBD
Professional Development			
Strategy	Strategy	Strategy	Strategy
Ongoing Training for teachers by APEX Learning	One on one and internet training	Title I, Part D	
			Subtotal: TBD
Other			
Strategy	Strategy	Strategy	Strategy
Purchase of Career Textbooks for each classroom		To Be Determined	To Be Determined
			Grand Total: TBD

End of Career Education Goal(s)

Transition Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
• How does the program deal with transition planning (entry and exit transition)?   • How many students successfully transition (e.g., return to school, find employment)?

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

<table>
<tr>
<th colspan="3">TRANSITION GOAL(S)</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1. Transition Goal</td>
<td>1.1.
Student mobility for tracking purposes</td>
<td>1.1
Transition contact will provide mentoring and community resources for students for selected students and their families.</td>
<td>1.1
Terri Medus, Transition Coordinator</td>
<td>1.1
Select groups of students tracked at the end of each semester.
.</td>
<td>1.1
SMS Data
JJIS Data
Follow- up phone calls</td>
</tr>
<tr>
<td rowspan="3">To provide transitional services for students in needs, as determined by the OCPS and DJJ staff during the 2012- 2013 school year.</td>
<td colspan="2"><u>2012 Current Level :*</u>
N/A</td>
<td rowspan="3"></td>
<td rowspan="3"></td>
<td rowspan="3"></td>
<td rowspan="3"></td>
<td rowspan="3"></td>
</tr>
<tr>
<td><u>2013 Expected Level :*</u>
N/A</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td rowspan="3"></td>
<td colspan="2"></td>
<td>1.2
Lack of parental involvement in student's education.</td>
<td>1.2.
The Lead Teacher will contact the parent/ guardian following a student's program withdrawal to give details on the reenrollment process.</td>
<td>1.2
Terri Medus, Transition Coordinator, Deborah Johnson, Lead Teacher</td>
<td>1.2
Parent/ guardian communication and/ or enrollment shown in SMS.</td>
<td>1.2
Parent/ guardian t communication and/ or enrollment shown in SMS
Phone logs</td>
</tr>
<tr>
<td colspan="2"></td>
<td>1.3
Student lack of knowledge pertaining to available community resources.</td>
<td>1.3
Speakers will be brought in on a regular basis to speak with students about available resources in the community and the student's geographical area</td>
<td>1.3
Deborah Johnson, Lead Teacher</td>
<td>1.3
Student Feedback</td>
<td>1.3
Student Feedback Surveys.</td>
</tr>
<tr>
<td colspan="2"></td>
<td>1.4
Lack of parental involvement in student's education.</td>
<td>1.4
Mail to parent/ guardian a Parental Toolkit for Committed Youth packet.</td>
<td>1.4
Terri Medus, Transition Coordinator, Deborah Johnson, Lead Teacher</td>
<td>1.4
Parent/ guardian communication</td>
<td>1.4
Parent/ guardian communication</td>
</tr>
</table>

Transition 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attend Circuit 9 DJJ Council and Orange Count Children's Cabinet Meetings	N/A	Chairpersons	Terri Medus, Transition Coordinator	Meetings are held the first Tues of every month and the last Friday of every month.	Check with agencies at the meeting on referral of students to each agency	Terri Medus

Transition 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	Available Amount
Strategy: Transition contact will have administrative view on the Student Management System in order to track student movement throughout the county.	Description of Resources: Salary for Transition Coordinator	Funding Source: Title I, Part D	Available Amount
			Subtotal: TBD
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Subtotal: TBD
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Dropout Prevention Conference	Conference sessions	School Budget	Not available
FEASPA and Drop Out Prevention Conference	Conference Sessions, speakers , Networking	Title I, part D and School budget	Not available
			Subtotal: TBD
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A

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	Grand Total: TBD

End of Transition Goal(s)

Attendance Goal(s) (For Day Treatment Programs Only)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
▪ What was the attendance rate for 2011-2012?
▪ How many students had excessive absences (10 or more) during the 2011-2012 school year?
▪ What are the anticipated barriers to decreasing the number of students with excessive absences?
▪ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?
▪ How many students had excessive tardies (10 or more) during the 2011-2012 school year?
▪ What are the anticipated barriers to decreasing the number of students with excessive tardies?
▪ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

* When using percentages, include the number of students the percentage represents next to the percentage (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
1. Attendance Goal # 1			N/A	N/A	N/A	N/A	N/A
N/A	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	Enter numerical data for current attendance rate in this box.	*Enter numerical data for expected attendance rate in this box.*					

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	2012 Current Number of Students with Excessive Absences (10 or more) *Enter numerical data for current number of absences in this box*	2013 Expected Number of Students with Excessive Absences (10 or more) *Enter numerical data for expected number of absences in this box.*					
	2012 Current Number of Students with Excessive Tardies (10 or more) *Enter numerical data for current number of students tardy in this box.*	2013 Expected Number of Students with Excessive Tardies (10 or more) *Enter numerical data for expected number of students tardy in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget (Insert rows as needed)

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

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Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			Grand Total:

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget: TBD
Total: TBD
Mathematics Budget: TBD
Total: TBD
Science Budget: TBD
Total: TBD
Civics Budget: TBD
Total: TBD
U.S. History Budget: TBD
Total: TBD
Career Budget: TBD
Total: TBD
Transition Budget: TBD

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	Total: TBD
Attendance Budget: TBD	
	Total: TBD
	Grand Total: TBD

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes   ☐ No

If No, describe measures being taken to comply with SAC requirement.

Describe projected use of SAC funds.	Amount
Substitute teachers Lesson Study professional development	$400.00
Supplemental academic materials	TBD

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Describe the activities of the School Advisory Council for the upcoming year.
The SAC Committee will meet monthly. The SAC committee will review progress on the 2012-2013 School Improvement Plan and begin developing the 2013- 2014 School Improvement Plan. They will conduct and review a needs assessment targeting teachers, students, parents and agency personnel where applicable. They will use assessment results to address budget, training, instructional materials, technology, staffing, student support services, specific school safety, discipline strategies, student health and fitness, and indoor environmental air quality. They will participate in school activities to be determined throughout the school year.