Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Gaines Alternative School	District Name: St. Johns
Principal: Patricia McMahon	Superintendent: Joseph Joyner
SAC Chair: Matthew Potak	Date of School Board Approval: 11/13/2012

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)
Principal	Patricia McMahon	B.A. English B.A. Education M.A. Educational Leadership	8	12	N/A
Assistant Principal	N/A				

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	N/A				

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
1. As a Title 1 School only Highly Qualified Staff are Hired	Principal	ongoing
2.		
3.		
4.		

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Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.
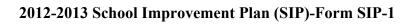
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
3	0	1	1	1					

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
N/A			

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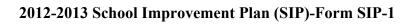
Additional Requirements

*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 A will be used to supplement the reading program in the Gaines Alternative School by purchasing the Achieve 3000/Teenbiz program. Supplemental FCAT materials will also be purchased to provide tutoring services to the level 1 and 2 FCAT math and reading students.
Title I, Part C- Migrant
Title I, Part D
Title II:
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. **Instructors, Administration and Counselors**
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?   Students generally arrive at Gaines Alternative School pre-identified as students with disabilities as it is not a home zoned school. Home zoned schools coordinate with us to write a plan to best suit the needs of the student.
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 RtI team also serves on the SIP team and offers information and suggestions as necessary.**
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.   **FCAT, FAIR, Think-link, Psychiatrist notes and referrals.**
Describe the plan to train staff on MTSS.   **District In-service programs, staff meetings**
Describe the plan to support MTSS.   **District in-service, administrator, District Team**

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   **Instructors, Principal and counselors**

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Team meetings to address students in need of additional literacy training. (Identified via FCAT scores)SES tutoring

What will be the major initiatives of the LLT this year?
Increase literacy based on FCAT scores as possible due to the continually changing population.

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.

Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

Grades 6-12 Only Sec. 1003.413 (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 instructional staff is either Reading endorsed or is pursuing the reading endorsement. Reading is taught on a daily basis and is supplemented with Achieve 3000/Teenbiz and FCAT Buckle Up.

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?

The High School Feedback Report shows no data for the Gaines Alternative School during the 2011-2012
school years. This is due to the nature of our transient student population. Please review individual zoned
schools' data to establish student readiness for the public postsecondary level. All courses are replicated via PLATO as per individual schedule.

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?

Student schedules are replicated from their home zoned schools as Gaines Alternative School serves every secondary school in the county. Generally

students only stay for a 45 day placement. While here students are also engaged in career development/exploration through our Intervention Specialist.

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.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. At risk student population Transient nature of the student population	1A.1. Replicate zoned school's schedule Enroll in Achieve 300	1A.1. Instructors and administration	1A.1. Comparison of results from start to finish	1A.1. Achieve 3000 Discovery Ed FCAT results		

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Reading Goal #1A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement in Reading. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33%	*40%*					
		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 reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1. 2.1.		

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Reading Goal #1B: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	*0%*					
		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. At risk student population Transient nature of the student population	2A.1. Replicate zoned school's schedule Enroll in Achieve 3000 Continue progress monitoring	2A.1. Instructors and administration	2A.1. Comparison of results from start to finish	2A.1. Achieve 3000 Discovery Ed FCAT results		
Reading Goal #2A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement in Reading. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	*0%*					
		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 reading.	2B.1.	2B.1.	2B.1	2B.1.	2B.1.		
Reading Goal #2B: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	*0%*					
		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. At risk student population Transient nature of the student population	3A.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	3A.1. Instructors and administrators	3A.1. Comparison of results from start to finish	3A.1. Achieve 3000 Discovery Ed FCAT results		
Reading Goal #3A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement in Reading. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	

		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in reading.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. At risk student population Transient nature of the student population	4A.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	4A.1. Instructors and administrators	4A.1. Comparison of results from start to finish	4A.1. Achieve 3000 Discovery Ed FCAT results		
Reading Goal #4A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement in Reading. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A.					

		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in reading.**	4B.1.	4B.1	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.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**	Data not available due to a 100% turnover of student population					
Reading Goal #5A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement in Reading. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the Alternative 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: Data not available due to student turn over	5B.1.	5B.1.	5B.1.	5B.1.		
Reading Goal #5B: **Sub groups are not generated for this student population, enrollment counts don't meet the AYP subgroup minimum.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: Asian: American Indian:	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. At risk student population Transient nature of the student population	5C.1 . Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	5C.1 . Instructors and administrators	5C.1. Comparison of results from start to finish	5C.1. Achieve 3000 Discovery Ed FCAT results		
Reading Goal #5C: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement in Reading. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. At risk student population Transient nature of the student population	5D.1. Enrolled in Intensive Reading Small group setting Enroll in achieve 3000 Continue progress monitoring	5D.1 . Instructors and administrators	5D.1. Comparison of results from start to finish	5D.1. Discovery Ed FCAT Star Reading Achieve 3000		

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement in Reading. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.						
	N/A	N/A				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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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5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. At risk student population Transient nature of the student population	5E.1 . Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	5E.1. Instructors and administrators	5E.1 . comparison of results from start to finish	5E.1. Achieve 3000 Discovery Ed FCAT results		
Reading Goal #5E: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement in Reading. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Introduction to CCSS standards	k-12	District Administrator	All instructional staff	ongoing	Sign in sheets	SAC chair/Admin

Reading Budget (Insert rows as needed) N/A

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
N/A			
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 Reading Goals

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	

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1. Students scoring proficient in listening/speaking.	1.1. At risk student population Transient nature of the student population	1.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	1.1. Instructors and administrators	1.1. comparison of results from start to finish	1.1. Achieve 3000 Discovery Ed FCAT results	
CELLA Goal #1: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	n/a					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. At risk student population Transient nature of the student population	2.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	2.1 . Instructors and administrators	2.1. Comparison of results from start to finish	2.1. Achieve 3000 Discovery Ed FCAT results	

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CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.						
	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.
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. At risk student population Transient nature of the student population	2.1 Replicate zoned schools schedule Begin utilizing the CCSS benchmarks to write across the curriculum. Daily writing prompts Continue progress monitoring	2.1 . Instructors and administrators	2.1. Comparison of results from start to finish	2.1. Discovery Ed Florida Writes	

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CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :				
Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement in writing. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.					
	N/A				
		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) N/**A**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
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. At risk student population Transient nature of the student population	1A.1 . Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	1A.1. Instructors and administrators	1A.1 . Comparison of results from start to finish	1A.1. Discovery Ed FCAT results		

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Mathematics Goal #1A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement in Math. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0%	0%				
		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: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0%	0%				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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	

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. At risk student population Transient nature of the student population	1A.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	1A.1. Instructors and administrators	1A.1 . Comparison of results from start to finish	1A.1. Discovery Ed FCAT results		
Mathematics Goal #1A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		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: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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		
2A. **FCAT 2.0:** Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. At risk student population Transient nature of the student population	2A.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	2A.1. Instructors and administrators	2A.1. Comparison of results from start to finish	2A.1. Discovery Ed FCAT results		

Mathematics Goal #2A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		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.		

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Mathematics Goal #2B: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. At risk student population Transient nature of the student population	3A.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	3A.1. Instructors and administrators	3A.1. Comparison of results from start to finish	3A.1. Star Math FCAT scores Discovery Ed		

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Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.							
	0%	0%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1.	3B.1.	3B.1.	3B.1 .	3B.1.		

Mathematics Goal #3B: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. At risk student population Transient nature of the student population	4A.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Small group tutoring Continue progress monitoring	4A.1. Instructors and administrators	4A.1 . Comparison of results from start to finish	4A.1. Star Math Discovery Ed FCAT results		

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Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.							
	N/A	*N/A*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1.	4B.1	4B.1.	4B.1.	4B.1		

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Mathematics Goal #4B: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	*N/A*				
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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** N/A	**The student turnover rate makes it impossible to get baseline data that would be helpful as the same students are not assessed more than once.**					

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Mathematics Goal #5A:							
Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.							
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: **Sub groups are not generated for this student population, enrollment counts don't meet the AYP subgroup minimum.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: Asian: American Indian:	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.	
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 . At risk student population Transient nature of the student population	5C.1 . Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring Student Tutoring	5C.1 . Instructors and administrators	5C.1. Comparison of results from start to finish	5C.1. Star Math Discovery Ed FCAT results		

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Mathematics Goal #5C: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. At risk student population Transient nature of the student population	5D.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring SES tutoring	5D.1. Instructors and administrators	5D.1. Comparison of results from start to finish	5D.1. Star Math Discovery Ed FCAT results		
Mathematics Goal #5D: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		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. At risk student population Transient nature of the student population	5E.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring SES tutoring	5E.1. Instructors and administrators	5E.1. Comparison of results from start to finish	5E.1. Achieve 3000 Discovery Ed FCAT results		
Mathematics Goal #5E: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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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]).

ddle School Mathema	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 . At risk student population Transient nature of the student population	1A.1 . Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring SES tutoring	1A.1. Instructors and administrators	1A.1. Comparison of results from start to finish	1A.1. Star Math Discovery Ed FCAT results		

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Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.						
	0%	0%				
		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.	

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Mathematics Goal #1B: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	*N/A*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. At risk student population Transient nature of the student population	2A.1 . Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	2A.1. Instructors and administrators	2A.1. Comparison of results from start to finish	2A.1. Star Math Discovery Ed FCAT results		

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Mathematics Goal #2A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.							
	N/A	*N/A*					
		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: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	N/A	*N/A*				
		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. At risk student population Transient nature of the student population	3A.1 . Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	3A.1 . Instructors and administrators	3A.1 . Comparison of results from start to finish	3A.1 . Star Math Discovery Ed FCAT results		
Mathematics Goal #3A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					

		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1.	3B.1.	3B.1.	3B.1	3B.1		
Mathematics Goal #3B: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. At risk student population Transient nature of the student population	4A.1 . Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring	4A.1. Instructors and administrators	4A.1. Comparison of results from start to finish	4A.1 . Star Math Discovery Ed FCAT results		
Mathematics Goal #4A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	

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		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1.	4B.1	4B.1.	4B.1.	4B.1.		
Mathematics Goal #4B: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.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**	**The student turnover rate makes it impossible to get baseline data that would be helpful as the same students are not assessed more than once.**					
Mathematics Goal #5A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.							
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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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: **Sub groups are not generated for this student population, enrollment counts don't meet the AYP subgroup minimum.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: Asian: American Indian:	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. At risk student population Transient nature of the student population	5C.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring SES tutoring	5C.1 . Instructors and administrators	5C.1. comparison of results from start to finish	5C.1. Discovery Ed FCAT results		
Mathematics Goal #5C: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	N/A	*N/A*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1 . At risk student population Transient nature of the student population	5D.1 . Replicate zoned schools schedule. Continue progress monitoring SES tutoring	5D.1. Instructors and administrators	5D.1. Comparison of results from start to finish	5D.1. Star Math Discovery Ed FCAT results		

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Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.							
	N/A	N/A					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. At risk student population Transient nature of the student population	5E.1. Replicate zoned schools schedule. Enroll in Achieve 3000 Continue progress monitoring SES tutoring	5E.1 . Instructors and administrators	5E.1 . Comparison of results from start to finish	5E.1. Discovery Ed FCAT results STAR math		
Mathematics Goal #5E: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		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

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

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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	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. N/A	1.1. N/A	1. 1.	1.1.	1.1.	
Mathematics Goal #1: There are no students that attend the Alternative School who use Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1 N/A	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: There are no students that attend the Alternative School who use Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		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: There are no students that attend the Alternative School who use Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
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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4. **Florida Alternate Assessment:** **Percentage of students in lowest 25% making learning gains in mathematics.**	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: There are no students that attend the Alternative School who use Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. At risk student population Transient nature of the student population Computer lab instruction	1.1. Replicate zoned schools schedule Progress monitoring Student tutoring	1.1. Instructors and administrators	1.1. Pre and post data from school evaluation	1.1. EOC results		

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Algebra 1 Goal #1: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
		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 Algebra 1.	2.1. At risk student population Transient nature of the student population Computer lab instruction	2.1. Replicate zoned schools schedule Progress monitoring Student tutoring	2.1 . Instructors and administrators	2.1. Pre and post data from school evaluation	2.1. EOC exam results	

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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.							
	N/A	*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), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	<mark>The student turnover rate makes it impossible to get baseline data that would be helpful as the same students are not assessed more than once.</mark>					
Algebra 1 Goal #3A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.							
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 Algebra 1.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Algebra 1 Goal #3B: **Sub groups are not generated due to the transient nature of the student population and enrollment counts do not meet the AYP subgroup minimum.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: Asian: American Indian:	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.	
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 t Determine Effectiveness of Strategy	Evaluation Tool		

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3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1 . At risk student population Transient nature of the student population	3C.1. Replicate zoned schools schedule Progress monitoring SES tutoring	3C.1. Instructors and administrators	3C.1. Pre and post data from school evaluation	3C.1. Star Math Discovery Ed FCAT results		
Algebra 1 Goal #3C: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		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. At risk student population Transient nature of the student population	3D.1. Replicate zoned schools schedule Progress monitoring Algebra Summer Camp	3D.1. Instructors and administrators	3D.1. Pre and post data from school evaluation	3D.1. Star Math Discovery Ed FCAT results \ EOC score		
Algebra 1 Goal #3D: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		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. At risk student population Transient nature of the student population	3E.1 . Replicate zoned schools schedule Progress monitoring SES tutoring	3E.1 . Instructors and administrators	3E.1 . Pre and post data from school evaluation	3E.1 Discovery Ed FCAT results EOC evaluation		
Algebra 1 Goal #3E: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		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. At risk student population Transient nature of the student population Computer lab instruction	1.1. Replicate zoned schools schedule Progress monitoring	1.1. Instructors and administrators	1.1. Pre and post data from school evaluation	1.1. EOC score		

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Geometry Goal #1: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		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. At risk student population Transient nature of the student population Computer lab instruction	2.1. Replicate zoned schools schedule Progress monitoring Student Tutoring	2.1. Instructors and administrators	2.1 . Pre and post data from school evaluation	2.1. EOC score		
Geometry Goal #2: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*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), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		

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3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012	The student turnover rate makes it impossible to get baseline data that would be helpful as the same students are not assessed more than once.					
Geometry Goal #3A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.							
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: **Sub groups are not generated because of transient nature of the student population and enrollment counts do not meet the AYP sub group minimum.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: Asian: American Indian:	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.	
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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3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. At risk student population Transient nature of the student population	3C.1 . Replicate zoned schools schedule Progress monitoring Student Tutoring	3C.1 . Instructors and administrators	3C.1. Pre and post data from school evaluation	3C.1. Star Math Discovery Ed FCAT results Exam score	
Geometry Goal #3C: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	*N/A*				
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
		3C.3.	3C.3.	3C.3.	3C.3.	3C.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		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. At risk student population Transient nature of the student population	3D.1. Replicate zoned schools schedule Progress monitoring Student Tutoring	3D.1. Instructors and administrators	3D.1. Pre and post data from school evaluation	3D.1. Star Math Discovery Ed FCAT results Exam Score		
Geometry Goal #3D: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	

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		3D.3.	3D.3.	3D.3.	3D.3.	3D.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		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. At risk student population Transient nature of the student population	3E.1 .Replicate zoned schools schedule Progress monitoring	3E.1. Instructors and administrators	3E.1. Pre and post data from school evaluation	3E.1. FCAT results Discovery Ed Exam score		
Geometry Goal #3E: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	

		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
None at this time						

Mathematics Budget (Insert rows as needed) N/A

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement					

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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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. At risk student population Transient nature of the student population Computer lab instruction	1A.1. Replicate zoned schools schedule Progress monitoring Tutoring	1A.1. Instructors and administrators	1A.1. Pre and post data from school evaluation	1A.1. FCAT results		
Science Goal #1A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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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: There are no students at the Alternative school who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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		
2A. **FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.**	2A.1. At risk student population Transient nature of the student population Computer lab instruction	2A.1. Replicate zoned schools schedule Progress monitoring	2A.1. Instructors and administrators	2A.1. Pre and post data from school evaluation	2A.1. FCAT results		

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Science Goal #2A:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.							
	0%	*0%*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: There are no students in the Alternative school who utilize Florida Alternative Assessment	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	0%	*0%*					

		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. At risk student population Transient nature of the student population	1.1. Replicate zoned schools schedule Progress monitoring	1.1. Instructors and administrators	1.1. Pre and post data from school evaluation	1.1. FCAT results		

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Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.						
	0%	0%				
		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.	

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Science Goal #2: There are no students in the Alternative School who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	N/A	*N/A*				
		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]).

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. At risk population Transitory population Computer lab instruction.	1.1. Progress Monitoring Tutoring	1.1 Teachers and Administration	1.1	1.1. EOC scores		
Biology 1 Goal #1: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. At risk student population Transitory student population Computer lab instruction	2.1. Tutoring Progress monitoring	2.1. Teachers and Admin.	2.1. Teacher evaluation	2.1. EOC exam		
Biology 1 Goal #2: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	N/A	*N/A*					
		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

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
N/A						

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			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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

End of Science Goals

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 At risk student population Transitory population Computer lab instruction	1A.1. Progress monitoring Utilizing CCSS writing across the curriculum strategies	1A.1. Teachers and Admin.	1A.1. Teacher evaluation Writing prompts	1A.1. Florida Writes		

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Writing Goal #1A: Students are typically assigned to the facility for 45 days. Scores from the progress monitoring transfer grades and coursework from the zoned school determine their placement. Students participate in district wide progress monitoring and these results are transferred back to their zoned schools upon completion of their placement at the alternative schools.	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
	N/A	*N/A*				
		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: There are no students in the Alternative School who utilize the Florida Alternative Assessment.	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
	N/A N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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
Introduction to CCSS writing benchmarks	k-12	SAC	All staff	ongoing	Sign in sheets	Sac Chair

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

End of Writing 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]).

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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:*					
	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 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.	

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

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Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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* 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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in 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			
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:			

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. At risk student population Transitory population Short term enrollment	1.1. One on one consultation with Dean, Mental Health Specialist, and Parent conferences.	1.1. Principal and staff	1.1. Periodic check of data	1.1. E-school plus		
Attendance Goal #1: Increase attendance	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	NA: Students at Gaines are enrolled at the school for only a specific amount of time, generally 45 days.	*NA: Students at Gaines are enrolled at the school for only a specific amount of time, generally 45 days.*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	NA: Students at Gaines are enrolled at the school for only a specific amount of time, generally 45 days.	*NA: Students at Gaines are enrolled at the school for only a specific amount of time, generally 45 days.*					
	2012 Current Number of Students with Excessive Tardiness (10 or more)	2013 Expected Number of Students with Excessive Tardiness (10 or more)					

Attendance Professional Development

Professional Development						

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(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
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	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. At risk student population. Students with discipline backgrounds	1.1 One on one consultation with Dean, Mental Health Specialist, and Parent conferences. Classroom discipline plan	1.1. Principal and staff	1.1 Periodic check of data	1.1. E-school plus		

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Suspension Goal #1: Decrease the percentages of suspensions by 10 % Note: Part of the criteria for placement at the Alternative School can be 15 or more days of OSS	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	0 percent	*0 percent*				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	281	*200*				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	84	*75*				
		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
Weekly staffing of student behavior	5-12	Mental health counselor	School wide	Early release, ongoing	Sign in sheets	Mental Health Counselor

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
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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

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. At risk student population. Short term enrollment.	1.1. Consultations with Dean, Principal, counselors, and parent conferences. Character counts strategies.	1.1. Principal and staff	1.1. Periodic check of data	1.1. E-school plus		

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| Dropout Prevention Goal #1:

Students are typically assigned to the facility for 45 days then return to the home zoned school

Please refer to the percentage of students who dropped out during the 2011-2012 school year.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	12.3 percent	*10.0 percent*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	N/A	*N/A*				
		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 Learning Community (PLC) or PD Activity					

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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
None at this time						

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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
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
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. At risk student population Short term enrollment Significant number of low SES	1.1. Monthly meetings Daily and weekly handouts Parenting classes Phone calls	1.1. Principal SAC Chair Behavior Specialist Dean Teachers	1.1. Parent survey Increase percent of parents involved with SAC	1.1. SAC Minutes Survey results Meetings		
Parent Involvement Goal #1: Due to short term enrollment and lack of school activities parental involvement is difficult to increase in the Alternative School setting	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	3%	5%					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or 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
Learning Children's Behavior	N/A	ABA specialist	Offered to all parents	1x per semester	Sign in sheet Parent evaluation	ABA Specialist

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Classes are replicated to each student from the home zoned school.* *Career exploration is achieved through career groups offered through the counseling groups and CHOICES.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a					

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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
None at this time						

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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
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
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
<u>CTE Goal #1:</u> Students are typically assigned to the facility for 45 days. The opportunity to offer career and technical education opportunities is limited to the PLATO lab environment	1.1. Computer lab instruction	1.1. Career exploration groups	1.1. Counselor	1.1. Sign in sheets for groups	1.1. Group evaluation sheets
	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					

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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
None at this time						

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

Additional Goals Professional Development

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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
None at this time						

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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
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
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	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:

	Grand Total:

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Differentiated Accountability

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

School Differentiated Accountability Status		
▢Priority	▢Focus	▢Prevent

- 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   X▢ No

If No, describe the measures being taken to comply with SAC requirements.
Meetings schedule is listed on the school website. Newsletters are sent home with students to try to encourage parent attendance. Monthly meetings are held on the same day and time to help prospective members with organizational procedure schedules. Every parent is given an invitation to join the SAC team at registration.
Describe the activities of the SAC for the upcoming school year.
Monthly meetings will be listed on the school website and monthly newsletters will be sent home regularly. SAC will work closely with the RtI team.

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Describe the projected use of SAC funds.	Amount
N/A	