FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
for Dropout Prevention School

2012–2013

2012– 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Dropout Prevention/PAR Academy/Alpha/Aquatic Center/Graduation Enhancement Program	District Name: Pinellas
Principal: Diana Lenox	Superintendent: John Stewart
SAC Chair: Alice O'Conner	Date of School Board Approval:

Student Achievement Data:

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

Administrators

List your school's on-site administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012.The school may include the history of Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains).The school may include AMO progress along with the associated school year.
Director	Diana Lenox	B.S. in Education, M.A. in Educational Leadership, certified in School Principal, Elem. Ed., SLD K-12, Reading endorsement	8	12	Dropout Prevention School is a conglomerate of many different school numbers. Because it has been graded, rated and unrated over the years, it is hard to find a pattern. Because of the highly mobile population, few students are matched and data is often not available on the state websites.
Supervisor	Althea Hudson	B.S. in Elementary Education, M.A. in Educational Leadership, Reading Endorsement	16	16	Dropout Prevention School is a conglomerate of many different school numbers. Because it has been graded, rated and unrated over the years, it is hard to find a pattern. Because of the highly mobile population, few students are matched and data is often not available

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Supervisor	Carol Norton	B.A in Elementary Education & Specific Learning Disabilities, Certified in Educational Leadership	3	3	on the state websites. Dropout Prevention School is a conglomerate of many different school numbers. Because it has been graded, rated and unrated over the years, it is hard to find a pattern. Because of the highly mobile population, few students are matched and data is often not available on the state websites.

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading	Linda Damsky	M.A. ,Certification in TESOL and Chinese, reading endorsement	7	7	DOP School – ungraded.105 students took the 2009 Reading FCAT and were matched for a 53% matching rate which was 42% the previous year. 2009 FCAT Reading scores increased developmentally 55% (58) None of the subgroups met AYP. 251 total students. Asian 0, Black 127, Hispanic 22, American Indian 0, Multiracial 22, White 82, Econ. Disadv. 9, LEP 13, IEP 41

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Effective and Highly Effective Teachers

List your school's highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012.The school may include the history of AMO progress. *Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor's degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.*

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains).The school may include AMO progress along with the associated school year.
Math	Susan Boulay	Elementary Education, P.E., Health, Math, Science, ESE, ESOL	4	28	
Science, Math	Kevin Main	Science, Math	16	23	
English	Tanya Deitchman	English	12	17	
English	Whitney McMichael	English, Reading	3	4	
Math	Daniel Bouldrick	Math, ESE	9	9	
Reading	Deborah Christie	Reading			

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. DOP partners new hires with experienced teachers to serve as coach, confidante, and advisor to acclimate new teachers to the individual sites within DOP School.	Diana Lenox /Althea Hudson / Carol Norton	June, 2012	On-going
2. DOP plans recognition monthly to make teachers/staff feel valued	Diana Lenox /Althea Hudson / Carol Norton	June, 2012	On-going
3. All teachers are offered specific site-based dropout prevention professional development opportunities and district professional development opportunities aligned to their Individualized Professional Development Plan.	Diana Lenox /Althea Hudson / Carol Norton	June 2012	On-going
4. All teachers develop an Individualized Professional Development Plan based on the needs of students and their own levels of competencies	Diana Lenox /Althea Hudson / Carol Norton	June, 2012	On-going

Non-Highly Effective Instructors

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

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

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	%Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
13	0	38% (5)	31% (4)	31% (4)	31% (4)	100%	38% (5)	0	38% (5)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sarah Robinson	New Language Arts teachers	Tanya is skilled in the content and pedagogy of her subject area. She is able to work well with at-risk youth.	Coaching, modeling, observing, conferencing
Susan Boulay	New math and science teachers	Susan is skilled in the content and pedagogy of her subject area. She is able to work well with at-risk youth. Expertise matched need.	Coaching, modeling, observing, conferencing
Deborah Christie	New reading teachers	Deborah has earned her reading endorsement and is trained in coaching techniques to help mentor new teachers. Expertise matches need.	Coaching, modeling, observing, conferencing
Kathy Coleman	New Social Studies	Kathy is skilled in the content and pedagogy of her subject area. She is able to work well with at-risk youth. Expertise matched need.	Coaching, modeling, observing, conferencing
Beverly Carmody	New ESE Teachers	Beverly have spent many years in the ESE field training new ESE teachers. They have a firm understanding of compliance, paperwork and instructional strategies and modifications.	Coaching, modeling, observing, conferencing

		Expertise matches need.	

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 funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.**
Title I, Part C- Migrant NA in Pinellas
Title I, Part D **The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.**
Title II **The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.**
Title III **Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.**
Title X- Homeless **The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).**
Supplemental Academic Instruction (SAI) **SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school.**
Violence Prevention Programs
Nutrition Programs **Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.**

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Housing Programs

Head Start
Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. **Principal:** The principal, as the educational and instructional leader of the school, maintains a focus on a school wide culture with high expectations and continuous efforts to increase student achievement. In this capacity, the principal directs the School-Based RtI Team in its efforts to collect and analyze data, increase the quality of teaching through professional development, establish a personalized and supportive environment unique to Graduation Enhancement, maintain a safe and orderly campus, and to measure student performance through continuous assessment. The principal also maintains open lines of communication with the community to ensure the needs of the constituents are being met. **Assistant Principal:** The assistant principal endeavors to align the curriculum, the strengths of the instructional staff, the behavioral plan, and the principal's vision to the needs of the student population. The assistant principal also implements technology, professional development, and data analysis to proactively assess obstacles to student success. The resultant action plan establishes challenging, yet attainable goals separating classroom managed from major offenses to increase instructional time, decrease disruption, and improve student performance. **Assistant Principal:** The assistant principal facilitates school wide efforts to deliver content specific instruction with the express purpose of increasing opportunities for credit recovery and post-secondary success. The acting assistant principal works with the RtI team to identify Tier 1, 2 and 3 strategies targeted to the individual needs of students. **Guidance Chair:** The guidance chair directs the activities of the guidance department as participants in the RtI Team. Student state wide assessment scores, GPA, and credits are evaluated to create course schedules designed to improve performance on those assessments, remediate credit deficit, and to enhance student achievement. The Guidance Chair further serves as the Team/Leader and Facilitator in school wide efforts to design and implement RtI. **ESE Coordinator:** The ESE Coordinator supervises ESE teachers and support staff, assists in the planning and development of IEPs, aligns accommodations to student needs, and monitors effective instructional delivery. The coordinator contributes data related to the performance of ESE students on state-wide assessments, and acts as the RtI record keeper. **School Social Worker:** The School Social Worker serves is a liaison to community services in accordance with the identified needs of students and families. The social worker provides individual and client center support services to students to ameliorate social and emotional issues that may be impediments to academic success. As a member of the School Based RtI Leadership team, the social worker assists with the development of Tier 2 and 3 interventions designed to best meet the needs of the students.

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General Education Teacher(s): As members of the School Based RtI Leadership Team, general education teachers serve as data managers, content area contributors, a liaison to student needs, and contributors to the identification of the strengths and weaknesses of the instructional staff.

Homeless Education Assistance Team (HEAT): This team serves all students identified as homeless and provides educational support to these students.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The RtI Leadership Team will meet monthly to analyze data, discuss and make informed decisions regarding the needs of the instructional staff, the academic needs of students for the express purpose of continuous learning gains and graduation enhancement. The RtI Leadership Team will utilize this information to effectively, plan, decide, implement, and evaluate best practices based on regular monitoring of assessment data, behavior, and performance indicators. Professional Development will be developed, scheduled, and delivered in accordance with the identified needs of the instructional staff as a collaborative effort among other school teams. The other DJJ school teams are included on the School Based RtI Leadership team to improve the cohesiveness of separate yet collective entities committed to achieving the same organizational objectives.

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

The SBLT meeting will be dedicated to development of the SIP. A subcommittee of the SBLT including principal, school social worker, general education teacher and reading coach will meet to continue completion of the SIP. The SBLT has reviewed and modified the master schedule to include the needs determined by the analysis of student data. Resource maps were developed by the SBLT so as to provide guidance with instructional strategies/intervention options for potential barriers. Tier 2 interventions will be considered effective if 75% of students have a positive response to intervention (e.g., have met or are on target for meeting the benchmark).
The SBLT Leader will enter reading and mathematics Tier 2 progress monitoring data into Portal and will have graphed data prepared for display at data review meetings every 8 weeks (see master calendar).
The SBLT Leader will enter and/or pull Tier 2 behavior data from Portal for display at data review meetings every 8 weeks.
The SBLT will distribute data results to teachers at faculty meetings every other month following data reviews. Students will engage in data chats with Specialists/teachers every 2-4 weeks. Parents will be informed of data at SAC meetings at least 3 times per year.

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.

Baseline data is collected through the Progress Monitoring Network (PMRN), EDS, FLDOE, FCAT, the Portal System, and Fair Testing. Office/classroom referral data will be utilized as ongoing progress monitoring to measure effectiveness of Tier 2 behavior interventions.
PCS Portal will be utilized to manage student data school wide SRI, Star Math, and Florida Assessment for Instruction in Reading (FAIR) will be utilized as universal screening in reading across grade levels.

Describe the plan to train staff on MTSS.

The Response to Intervention Team will complete a needs assessment survey to determine the staff's familiarity with RtI Processes and Procedures. Professional Development opportunities will be determined based on the results of the survey and workshops, tier training with peers, one on one and Moodle will be offered.

Describe plan to support MTSS.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   The School-Based Literacy Leadership Team consists of a School Administrator, the Reading Coaches, Reading teachers, Teachers from each content area, and a RtI representative
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The Literacy Leadership Team meets once monthly throughout the school year. It continuously monitors the literacy goals based on reading data, creates a literacy plan, and establishes and coordinates the implementation of literacy initiatives and offers professional development for staff.
What will be the major initiatives of the LLT this year?   The team provides guidance on the K12 Reading Plan, facilitates and supports data collection activities, shares data analysis with staff, selects appropriate resources for the students, provides professional development and technical assistance to teachers and supports the implementation of Tier I,II, III activities in intervention plans.

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.

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

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*High Schools Only

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

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

The Graduation Enhancement Program (GEP) is a dropout prevention program that works in cooperation with the high schools. Students in need of credit recovery are able to participate in on line courses under GEP supervision and teachers, while remaining on their campus. Teachers of GEP have diverse and extensive areas of certifications to meet the needs of their students.
The Teachers and DOP Counselors assist students in writing a goal to match their Choices Interest Profiler given within the first 10 days in a program.
The Parents are given course information/opportunities at several evening meetings and in periodic newsletters.

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?

DOP counselor and teachers provide students with information about college/technical/trades planning by showing them websites, brochures and guides.
Parents are given information at several evening meetings and in periodic newsletters.
Teachers sponsor guest speakers from pTEC and other schools and career sites aligned to courses and student needs.
DOP counselors assist students with post-secondary information. All students are enrolled in Personal Career School development course, which emphasizes career pathways, post-secondary education, and goal setting. They participate in community projects, host guests speakers, and visit college and technical programs.

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**.

1. DOP Guidance Counselors will provide information to high school seniors on financial support that is available.
2. DOP School will use information systems that can track student progress from high school to college such as FETPIP.
3. DOP Guidance Counselors will run reports each 6 weeks to determine student needs based on accountability in Portal/transcripts.
4. DOP Guidance Counselors will make sure that students have a 'GRAD Chat" to review alignment of courses and assessments related to pathway for graduation.

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PART II: EXPECTED IMPROVEMENTS

<u>Reading Goals</u>

* 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.1.1.1.Core instruction does not consistently require proficient students to acquire content knowledge through independent reading	1a.1.. Content teachers will support students to become independent readers of content material	1a.1. Principal, Supervisors	1a.1. Content teachers will review grade level FAIR data to determine student growth	1a.1. RC scores, MAZE Scores, Lexile Scores from FAIR data.
Reading Goal #1a: **Students enrolled will increase Lexile score by 10 points per six-weeks grading period as measured by FAIR testing.** **They will show gains in percentile ranking in comprehension as measured by FAIR testing.**	**2012 Current Level of Performance:***	**2013Expected Level of Performance: ***					
	26% of students scored above the 50th percentile for grade level using FAIR **57% of students scored above 30th percentile for grade level using FAIR**	**85% of students will show gain in reading comprehension percentile using FAIR**					
			1a.2 . Core instruction does not consistently provide scaffolded support	1a.2. Content teachers will implement school-wide researched-based	1a.2.. Content teachers will monitor students' increasing ability to apply comprehension strategies	1a.2. Content teachers will review grade level FAIR data to determine student growth	1a.2. RC scores, MAZE Scores, Lexile Scores from FAIR data

		for reading comprehension	comprehension strategies to scaffold students' ability to read content texts	independently and re-teach as is necessary for mastery		
		1a.3.. Core instruction does not consistently provide vocabulary acquisition instruction	1a.3..Content teachers will provide explicit content related vocabulary acquisition instruction using interactive word walls , vocabulary journals, etc. to provide students multiple opportunities to interact with new terms	1a.3.. Content teachers will monitor students' increasing ability to use content specific terminology appropriately and re-teach as is necessary for mastery	1a.3. Content teachers will review grade level FAIR data to determine student growth	1a.3. RC scores, MAZE Scores, Lexile Scores from FAIR data
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. **Reading Goal #1**	**2012 Current Level of Performance:*** / **2013Expected Level of Performance :***	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
		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 reading. **Reading Goal #2a:** **Students will make**	**2012 Current Level of** / **2013Expected Level of Performance**	2a.1. Core instruction does not consistently require proficient students	2a.1. Content teachers will support students to become independent readers of content	2a.1. **Principal, Supervisors**	2a.1 Content teachers will review grade level success on formal and informal assessments of content area comprehension..	2a.1. Formal, Informal assessments, and six weeks grades

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gains in reading comprehension as measured by Lexile score in FAIR testing	Performance:*	:*	to acquire content knowledge through independent reading	material			
	26% of students scored above the 50thpercentile for grade level using FAIR 57% of students scored above 30th percentile for grade level using FAIR	85% of students will show gain in reading comprehension percentile using FAIR					
			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:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.

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			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 reading.			3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
Reading Goal #3a: Increase the use of Higher Order Thinking Questioning in all content areas from baseline 0% to 50% in the classroom order to move our students to levels 4 and 5.	**2012 Current Level of Performance:***	**2013Expected Level of Performance:***	.*Core instruction does not consistently include asking students a range of carefully chosen higher order thinking questions *Core instruction does not consistently embed questioning into daily lessons using Bloom's Taxonomy or Depth of Knowledge Levels to scaffold questioning from Knowledge Level tasks to the higher level of Synthesis and Evaluation * Core instruction does not consistently provide explicit content related vocabulary instruction *Core Instruction does not consistently challenge students to use newly acquired vocabulary in daily oral and written responses	Students' comprehension will improve when students are given lessons that are focused and purposeful. Students will use reflective writing prompts in order to increase levels of higher order thinking *Teachers will participate in professional development on using higher order thinking and vocabulary strategies	Principal Supervisors Reading Coach Teachers	On Going Progress Monitoring *Focused Walk-Through *Lesson plans	The FAIR data to determine student growth *Informal assessments *Focus mini assessments

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			*Students are not consistently given appropriate think time before responding to questions *Core instruction does not consistently give students multiple opportunities to talk about what they are learning				
			3a.2. Tier 2 and 3 instruction does not consistently provide positive reinforcement for attending school on a regular basis *The tiered model for interventions and positive behavior support strategies is not being used consistently	**3a.2.** Implementation of positive behavior supports *School Wide PBS/RtI/ Behavior will be implemented school wide. *Teachers will receive professional development in the PBS/RtI/ Behavior model *Teachers will use the PBS/RtI/Behavior in their classrooms *Teachers will refer students with attendance problems to the team leader.	**3a.2.** Teachers Team Leader PBS/RtI/Behavior Team Social Worker.	**3a.2.** Walk -Through Progress Monitoring Professional Development	**3a.2.** Observation Lesson Plans Portal FAIR Focus mini assessments

			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:	**2012 Current Level of Performance:***	**2013Expected Level of Performance:***					
			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 reading.			4a.1.	4a.1.	4a.1. Supervisors	4a.1. Content teachers will monitor students' increasing ability to apply comprehension	4a.1. Formal, Informal assessments and six week grades
Reading Goal #4a: Students will increase Lexile by 25 points for each semester of attendance as measured by FAIR test.	**2012 Current Level of Performance:***	**2013Expected Level of Performance:***	Core instruction does not consistently provide scaffolded support for reading comprehension	Content teachers will implement school-wide the Gradual Release Instructional Model and researched-based comprehension strategies to scaffold students' ability to read content texts independently			
	43% of students scored below 25th percentile for grade level using	**85% of students will show gain in reading comprehension percentile using FAIR**					

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	FAIR						
			4a.2. Core instruction does not consistently provide vocabulary acquisition instruction	**4a.2.** Content teachers will provide explicit content related vocabulary acquisition instruction using interactive word walls , vocabulary journals, reading software, etc. to provide students multiple opportunities to interact with new terms	**4a.2** Supervisors.	**4a.2.** Content teachers will monitor students' increasing ability to use content specific terminology appropriately and re- teach as necessary for mastery	**4a.2.** Formal, Informal assessments and six week grades
			4a.3 Motivation and inadequate skills	**4a.3.** Students provided One on One tutoring intervention with support staff on "Great Leaps" or other necessary curriculum to Improve reading skills.	**4a.3** Supervisors and support staff.	**4a.3.** Assessment daily and weekly as needed Informal observation	**4a.3.** Focus assessment Fluency probes FCAT
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:	**2012 Current Level of Performance:***	**2013Expected Level of Performance :***					
			4b.2.	**4b.2.**	**4b.2.**	**4b.2.**	**4b.2.**

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		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. **Reading Goal #5A:**	Baseline data 2010-2011						
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**	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. **Reading Goal #5B:** Students will increase Lexile by 25 points for each semester of attendance as measured by FAIR test.	**2012 Current Level of Performance:*** White: Black: Hispanic: Asian: American Indian: / **2013Expected Level of Performance:*** White: Black: Hispanic: Asian: American Indian:	5B.1. White: Student reading skill level is more than 2 years below grade level Black: Student reading skill level is more than 2 years below grade level	5B.1.White: Reading teachers will utilize FCAT and FAIR data results to target specific skill deficit areas of individual students and implement researched-based strategies to scaffold students' ability to read and comprehend text. . Black: Reading teachers will utilize FCAT and FAIR data results to target	5B.1. Principal, Supervisors, Reading Coaches	5B.1. White: Reading teachers will progress monitor individual student's increasing ability to apply comprehension strategies via FAIR progress monitoring system, FOCUS lesson data, in class observations and re-teach as is necessary for mastery Black: Reading teachers will progress monitor individual student's increasing ability to apply comprehension strategies via FAIR progress monitoring system, FOCUS	5B.1. White: Interest Inventory surveys, number of completed assignments, increase in class participation/engagement, protocols implemented. Black: Interest Inventory surveys, number of completed assignments, increase in class participation/engagement, protocols implemented.	

				specific skill deficit areas of individual students and implement researched-based strategies to scaffold students' ability to read and comprehend text		lesson data, in class observations and re-teach as is necessary for mastery	
			Hispanic: Student reading skill level is more than 2 years below grade level	**Hispanic: Reading teachers will utilize FCAT and FAIR data results to target specific skill deficit areas of individual students and implement researched-based strategies to scaffold students' ability to read and comprehend text**		Hispanic: Reading teachers will progress monitor individual student's increasing ability to apply comprehension strategies via FAIR progress monitoring system, FOCUS lesson data, in class observations and re-teach as is necessary for mastery	Hispanic: Interest Inventory surveys, number of completed assignments, increase in class participation/engagement, protocols implemented
			Asian: Student reading skill level is more than 2 years below grade level	**Asian: Reading teachers will utilize FCAT and FAIR data results to target specific skill deficit areas of individual students and implement researched-based strategies to scaffold students' ability to read and comprehend text**		Asian: Reading teachers will progress monitor individual student's increasing ability to apply comprehension strategies via FAIR progress monitoring system, FOCUS lesson data, in class observations and re-teach as is necessary for mastery	Asian: Interest Inventory surveys, number of completed assignments, increase in class participation/engagement, protocols implemented
			American Indian:N/A				
			5B.2. **White: Student motivation is minimal or inconsistent**	**5B.2.** **White; Reading teachers will provide appropriate leveled reading materials matching student interest. Teachers will utilize the**	**5B.2.** **Supervisors**	**5B.2.** **White: Reading Teachers will monitor the number of independent reading books read, increase in class participation and completed assignments.**	**5B.2.** **White: Interest Inventory surveys, number of completed assignments, increase in class participation/engagement, protocols implemented.**

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		Black: Student motivation is minimal or inconsistent	**Gradual Release Model of Instruction cooperative learning activities, protocols and hands-on activities to increase engagement.** **Black: Reading teachers will provide appropriate leveled reading materials matching student interest. Teachers will utilize the Gradual Release Model of Instruction, cooperative learning activities, protocols and hands-on activities to increase engagement.**	**Black: Reading Teachers will monitor the number of independent reading books read, increase in class participation and completed assignments.**	**Black: Interest Inventory surveys, number of completed assignments, increase in class participation/engagement, protocols implemented.**
		Hispanic: Student motivation is minimal or inconsistent	**Hispanic: Reading teachers will provide appropriate leveled reading materials matching student interest. Teachers will utilize the Gradual Release Model of Instruction, cooperative learning activities, protocols and hands-on activities to increase engagement.**	**Hispanic: Reading Teachers will monitor the number of independent reading books read, increase in class participation and completed assignments.**	**Hispanic: Interest Inventory surveys, number of completed assignments, increase in class participation/engagement, protocols implemented**
		Asian: Student motivation is minimal or inconsistent	**Asian: Reading teachers will provide appropriate leveled reading materials matching student interest. Teachers will utilize the Gradual Release Model of Instruction,**	**Asian: Reading Teachers will monitor the number of independent reading books read, increase in class participation and completed assignments.**	**Asian: Interest Inventory surveys, number of completed assignments, increase in class participation/engagement, protocols implemented**

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			cooperative learning activities, protocols and hands-on activities to increase engagement.			
		5B.3. **White: Student attendance is poor.** **Black: Student attendance is poor.** **Hispanic: Student attendance is poor.** **Asian: Student attendance is poor.**	5B.3. **White: Teachers will connect instruction to the relevancy of our students' lives to increase attendance.** **Black: Teachers will connect instruction to the relevancy of our students' lives to increase attendance.** **Hispanic: Teachers will connect instruction to the relevancy of our students' lives to increase attendance.** **Asian: Teachers will connect instruction to the relevancy of our students' lives to increase attendance.** 5A.1. **Students in Tier 1 and 2 will be placed in Intensive Reading classes** ***Placement for identified Tier 1and 2 students will be in appropriate intensive reading classes** ***Teachers communicate with parents on student's progress using midterm Progress**	5B.3. **Administrators** **Teachers** **Counselors** **Graduate Counselor Team**	5B.3. **White: Teachers will monitor patterns and consistency of attendance.** **Black: Teachers will monitor patterns and consistency of attendance.** **Hispanic: Teachers will monitor patterns and consistency of attendance.** **Asian: Teachers will monitor patterns and consistency of attendance.** 5A.1. **Observations** **Progress Monitoring**	5B.3. **White:** **Attendance records** **Black: Attendance records** **Hispanic: Attendance records** **Asian: Attendance records** 5A.1. ***FAIR** ***Informal assessments**

			Reports			

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. **Reading Goal #5C:** **Students will increase Lexile by 25 points for each semester of attendance as measured by FAIR test.** / **2012 Current Level of Performanc e:*** / **2013Expecte d Level of Performance :***	5C.1. Lack of English language proficiency	5C.1. **Teachers of ELL's will support oral language development and provide appropriate researched-based second language acquisition comprehension strategies to scaffold students' ability to read**	5C.1. **Principal, Supervisors, Guidance Counselors, Reading Coaches**	5C.1. **Teachers will review grade level FAIR and CELLA data to determine student growth**	5C.1. **RC scores, MAZE Scores, Lexile Scores from FAIR data, CELLA levels.**
	5C.2.	5C.2. Teachers of ELL's will create background knowledge through the use of prereading strategies which build language and concepts necessary for text comprehension	5C.2. Principal, Supervisors, Guidance Counselors, Reading Coaches	5C.2. Teachers will monitor students' increasing ability to read and comprehend text and re-teach as is necessary for mastery	5C.2. RC scores, MAZE Scores, Lexile Scores from FAIR data, CELLA levels
	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. **Reading Goal #5D:** / **2012 Current Level of** / **2013 Expected Level of**	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

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	Perform ance:*	Performance: *					
		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**	
5E. Economically Disadvantaged students not making satisfactory progress in reading.		5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	
Reading Goal #5E: **Improve reading skills through intensive reading classes for Tier 2 and Tier 3students**	**2012 Current Level of Perform ance:*** **26% of students scored above the 50th percentil e for grade level using FAIR** **57% of students scored above 30th percentil e for grade level using FAIR**	**2013Expected Level of Performance: *** **85% of students will show gain in reading comprehensio n percentile using FAIR**	**Parent Communication and support**	**Teachers will communicate with parents regarding their students' progress in reading each marking period on midterm progress report**	**Supervisor Counselors Reading Coach Teachers Graduate Team HEAT Team**	**Observations *Ongoing Progress Monitoring *Parental feedback**	**FAIR Data *Informal assessments *mini assessments**
		5E.2. **motivation**	5E.2 **Teachers will focus**	5E.2. **Supervisor**	5E.2. **Observations**	5E.2. **FAIR Data**	

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			on hands-0n activities and cooperative learning groups to work with benchmarks that align to the student's data	Counselors Reading Coach Teachers Graduate Team HEAT Team	*Ongoing Progress Monitoring *Parental feedback	*Informal assessments *mini assessments
		5E.3 Self Discipline	5E.3 Teachers work with individual students on responsibility and self determination skills.	5E.3 Supervisors Counselors Reading Coach Teachers Graduate Team HEAT Team	5E.3 Observations *Ongoing Progress Monitoring *Parental feedback	5E.3 FAIR Data *Informal assessments *mini assessments

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Wide Training	6-12		All Reading, LA teachers	August September, August	Site Based Conferencing, Classroom Observation, Data Review	Principal Supervisors Reading Coach

Reading Budget (Insert rows as needed)

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

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: *Enter narrative for the goal in this box.*	**2012 Current Percent of Students Proficient in Listening/Speaking:** *Enter numerical data for current level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**

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2. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: *Enter narrative for the goal in this box.*	**2012 Current Percent of Students Proficient in Reading :** *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
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.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: *Enter narrative for the goal in this box.*	**2012 Current Percent of Students Proficient in Writing :** *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

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

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

End of CELLA Goals

<u>Elementary School Mathematics Goals</u>

* 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. Poor attendance Gaps in students prior knowledge of mathematics	1a.1 Incentives for improved attendance Remediate deficit gaps	1a.1. Math Dept Chairperson Classroom teacher	1a.1. Frequent assessments	1a.1. PIAP Portfolio FCAT Explorer/FL Achieve
Mathematics Goal #1a: **Students will gain 1**	**2012 Current Level of Performance :***	**2013Expected Level of Performance: ***				

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level as measured by the Math FCAT	30% scored Level 3	75% will show gain of 1 Level					**Pearson e-vision** **V math Live**
			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. **Knowledge level**	1b.1. **Provide additional opportunity for math lab experience for Voyager's VMath Live before school daily to reinforce skills taught during math allotted time**	1b.1. **Classroom teacher**	1b.1. **Progress monitor data of learned and reinforced skills**	1b.1. **Progress Reports of skills reinforced through Voyager's VMath Live**
Mathematics Goal #1b: **Increase number of level 4 and 5 students as measured by the Math FCAT**	**2012 Current Level of Performance :*** **4%**	**2013Expected Level of Performance: *** **6%**					
			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. **Lack of time**	2a.1. **Extra time to do math activities**	2a.1. **Math Dept Chairperson** **Classroom teacher**	2a.1. **Progress monitor data of learned and reinforced skills**	2a.1. **PIAP** **Pearson e-Vision** **V math Live**
Mathematics Goal #2 **Enhanced math instruction an opportunities for success**	**2012 Current Level of Performance :*** **7% scored Levels 4 & 5**	**2013Expecte d Level of Performance :*** **10%**					

			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:	**2012 Current Level of Performance:***	**2013Expected Level of Performance:***					
			2b.2.	2b2.	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.	3a.1.	3a.1. **Math Dept Chairperson**	3a.1.	3a.1.

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Mathematics Goal #3a: 4th graders will make 2% improvement 5th graders will make 5% improvement	2012 Current Level of Performance:*	2013Expected Level of Performance:*	Poor attendance Gaps in student prior knowledge of mathematics	Incentives for improved attendance Remediate deficit gaps	Classroom teacher	Progress monitor data of learned and reinforced skills	PIAP Portfolio FCAT Explorer/FL Achieve Pearson e-vision V math live
	92% of 4th graders made learning gains 70% of 5th graders made learning gains	2-5% additional learning gains					
			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:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
			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.** **Poor attendance** **Gaps in student prior knowledge of mathematics**	**4a.1.** **Incentives for improved attendance** **Remediate deficit gaps**	**4a.1.** **Math Dept Chairperson** **Classroom teacher**	**4a.1.** **Progress monitor data of learned and reinforced skills**	**4a.1** **PIAP** **Portfolio** **FCAT Explorer/FL Achieve** **Pearson e-vision** **V Math Live**
Mathematics Goal #4a: **Enhanced math instruction an opportunities for success**	**2012 Current Level of Performance :*** **90% made learning gains**	**2013Expected Level of Performance :*** **95% will make learning gains**					
			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.**
Mathematics Goal #4b: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.*	**2013Expected Level of Performance :*** *Enter numerical data for expected level of performance in this box.*					
			4b.2.	**4b.2.**	**4b.2.**	**4b.2.**	**4b.2.**

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		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**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.**	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* **White:** **Black:** **Hispanic:** **Asian:** **American Indian:**						
	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* **White:** **Black:** **Hispanic:** **Asian:** **American Indian:**						

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			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.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:***	**2013Expected Level of Performance:***					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			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.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:***	**2013 Expected Level of Performance:***					
	Enter numerical data for current level	*Enter numerical data for expected level*					

of performance in this box.	of performance in this box.					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
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. **Mathematics Goal #5E:** **Increase the number of low 25 students making learning gains as measured by the Math FCAT**	**2012 Current Level of Performance:*** **60%** / **2013 Expected Level of Performance:*** **61%**	**5E.1.** Poor attendance	**5E.1.** **Provide additional opportunity for math lab experience for Voyager's VMath Live before school daily to reinforce skills taught during math allotted time**	**5E.1.**	**5E.1.** **Progress monitor data of learned and reinforced** **Progress Monitoring of Daily Attendance and Tardies followed by School Attendance Intervention Form**	**5E.1.** **Progress Reports of skills reinforced through Voyager's VMath Live** **PCS Portal data on Attendance and Tardies**
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.
		5E.3	5E.3	5E.3	5E.3	5E.3

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. **Mathematics Goal #1a:** **Students will be able to complete the MS sequence and maintain FCAT scores of 3 or higher.** **Student growth on entry exit tests to reflect growth equal to time in program (i.e. If 4 month enrollment, 4 months growth)**	**2012 Current Level of Performance :*** **11% (9/82)**	**2013Expected Level of Performance: *** **15%**	**1a.1.** **Students are enrolled in programs for an average of 120 days.**	**1a.1.** **.Use timeline and sequence to assure consistency of course work**	**1a.1.** **Principal**	**1a.1.** **Lesson plans and observation**	**1a.1.** **Monitor lesson plans**
			1a.2. **Students prior attendance poor**	**1a.2.** **Create child study plan**	**1a.2.** **Child study team**	**1a.2.** **monitor current attendance**	**1a.2.** **attendance and child study plans**
			1a.3. **Students in DOP have multiple social issues**	**1a.3.** **.Small group Teacher and program interactions**	**1a.3.** **Principal and agencies**	**1a.3.** **Monitor student engagement and grade**	**1a.3.** **Student grades and attendance**
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. **Mathematics Goal #1b:** *Enter narrative for the goal in this box.*	**2012 Current Level of Performance :*** *Enter numerical data for current level of performance in this box.*	**2013Expected Level of Performance: *** *Enter numerical data for expected level of performance in this box.*	**1b.1.**	**1b.1.**	**1b.1.**	**1b.1.**	**1b.1.**
			1b.2.	**1b.2.**	**1b.2.**	**1b.2.**	**1b.2.**
			1b.3.	**1b.3.**	**1b.3.**	**1b.3.**	**1b.3.**

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

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goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
			2b.2.	2b2.	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.** **Students prior attendance poor** **.Students in DOP have multiple social issues**	**3a.1.** **Small group Teacher and program interactions**	**3a.1.** **Principal and agencies**	**3a.1.** **Small group Teacher and program interactions**	**3a.1.** **Student entry and exit tests**
Mathematics Goal #3a: **Student growth on entry exit tests to reflect growth equal to time in program (i.e. If 4 month enrollment, 4 months growth)**	**2012 Current Level of Performance :*** **Data unavailable due to mobility of students**	**2013Expected Level of Performance :*** **70% on in house testing to show time reflected growth**					
			3a.2. **Entry at various times during school year from multiple districts**	**3a.2.** **.Use of individualized student programs**	**3a.2.** **Principal and teacher**	**3a.2.** **Pre/post tests**	**3a.2.** **Pre/post test results**
			3a.3. **Students are enrolled in programs for an average of 120 days**	**3a.3.**	**3a.3.**	**3a..3.**	**3a.3.**

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Mathematics Goal #3b: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.*	**2013Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.*					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
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. Students are enrolled in programs for an average of 120 days.	4a.1. Use timeline and sequence to assure consistency of course work Use of individualized programs	4a.1. Principal and agency	4a.1. Pre/post tests	4a.1. Pre/post test results
Mathematics Goal #4a: **Student growth on entry exit tests to reflect growth equal to time in program (i.e. If 4 month enrollment, 4 months growth)**	**2012 Current Level of Performance:*** **61/ 82 scored 1 on FCAT math**	**2013Expected Level of Performance:*** **70% show time related growth.**					
			4a.2. Students in DOP have multiple social issues	4a.2. Individualized curriculum and small group settings	4a.2. Principal and agency	4a.2. Pre/post tests	4a.2. Pre/post test results
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.

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			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.

4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4b: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:** * *Enter numerical data for current level of performance in this box.*	**2013Expected Level of Performance:** * *Enter numerical data for expected level of performance in this box.*					
			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), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. **Mathematics Goal #5A:** *Enter narrative for the goal in this box.*	**Baseline data 2010-2011**					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of	**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**	

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improvement for the following subgroup:						
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: Student average stay is less than 120 days	**5B.1.** Individualized course work for each student	**5B.1.** Principal and agency	**5B.1.** Pre/post tests	**5B.1.** Pre/post test results
Mathematics Goal #5B: **Student growth on entry exit tests to reflect growth equal to time in program (i.e. If 4 month enrollment, 4 months growth)**	**2012 Current Level of Performance:*** **White:** **Black:** **Hispanic:** **Asian:** **American Indian:**	**2013Expected Level of Performance:*** **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.**	**5C.1.**	**5C.1.**	**5C.1.**	**5C.1.**
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.*	**2013Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.*					
			5C.2.	**5C.2.**	**5C.2.**	**5C.2.**	**5C.2.**

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			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			**5D.1.** Student stay averages less than 120 day at program, students arrive at various times in the year	**5D.1.** Individualized coursework Computer based coursework	**5D.1.** Principal Classroom teacher	**5D.1.** Pre/post tests	**5D.1.** Pre/post test results
Mathematics Goal #5D: Student growth on entry exit tests to reflect growth equal to time in program (i.e. If 4 month enrollment, 4 months growth)	**2012 Current Level of Performance :***	**2013 Expected Level of Performance :***					
			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**
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			**5E.1.** Student stay averages less than 120 day at program, students arrive at various times in the year	**5E.1.** Individualized coursework Computer based coursework	**5E.1.** Principal / instructors	**5E.1.** Pre/post tests	**5E.1.** Pre/post test results
Mathematics Goal #5E: Student growth on entry exit tests to reflect growth equal to time in program (i.e. If 4 month enrollment, 4 months growth)	**2012 Current Level of Performance :***	**2013Expected Level of Performance:***					

		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

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. **Mathematics Goal #1:** *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.*	**2013Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.*	1.1.	1.1	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3.2.	3.2.	3.2.	3.2.	3.2.

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			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
4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.		4.1.	4b.1.	4b.1.	4b.1.	4b.1.
Mathematics Goal #4: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* / **2013Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.*					
		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
Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.	1.1.	1.1.	1.1.	1.1.	1.1.

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Algebra Goal #1: Students enrolled in algebra 1 able to maintain algebra skill while in DOP	2012 Current Level of Performance:**	2013Expected Level of Performance:**	Students stay in program averages 120 days. Students enter at various times of year	Follow algebra course timelines Individualized opportunities	Principal / Instructor	EOC baseline and progress pre /post test	Pre post tests EOC as applies
	7 / 112 passed EOC	10% pass EOC					
			1.2. Student arrive with social issues	1.2. small classes, agency interactions	1.2. Principal / instructors	1.2. EOC baseline and progress pre /post test	1.2. Pre post tests EOC as applies
			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.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: Students enrolled in algebra 1 able to maintain algebra skill while in DOP	2012 Current Level of Performance:**	2013Expected Level of Performance:**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011					
Algebra Goal #3A: Students enrolled in algebra 1 able to maintain algebra skill while in DOP						

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
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **Algebra Goal #3B:** Students enrolled in algebra 1 able to maintain algebra skill while in DOP	**2012 Current Level of Performance:** * *Enter numerical data for current level of performance in this box.* **White:** **Black:** **Hispanic:** **Asian:** **American Indian:**	**2013Expected Level of Performance:** * *Enter numerical data for expected level of performance in this box.* **White:** **Black:** **Hispanic:** **Asian:** **American Indian:**	**3B.1.** **White:** **Black:** **Hispanic:** **Asian:** **American Indian:** Students stay in program averages 120 days. Students enter at various times of year	**3B.1.** Follow algebra course timelines Individualized opportunities	**3B.1.** Principal / instructors.	**3B.1.** Pre / post tests EOC progress tests	**3B.1.** Pre/post tests EOC
			3B.2. Student arrive with social issues	**3B.2.** small classes, agency interactions	**3B.2.** Principal/ instructor	**3B.2.** Pre post tests progress on EOC baseline	**3B.2.** Per / post testing EOC

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

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	in this box.	*in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			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 Algebra.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra Goal #3E: **Students enrolled in algebra 1 able to maintain algebra skill while in DOP**	**2012 Current Level of Performance:** * *Enter numerical data for current level of performance in this box.*	**2013Expected Level of Performance:** * *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2	3E.2.	3E.2.	3E.2.
			3E.3	3E.3	3E.3	3E.3	3E.3

End of Algebra EOC Goals

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<u>Geometry End-of-Course Goals</u>

* 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.	1.1.	1.1.	1.1.	1.1.
<u>Geometry Goal #1:</u> **Students enrolled in geometry able to maintain geometry skill while in DOP**	<u>2012 Current Level of Performance:</u>* *Enter numerical data for current level of performance in this box.*	<u>2013Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Geometry Goal #2:</u> **Students enrolled in geometry able to maintain geometry skill while in DOP**	<u>2012 Current Level of Performance:</u>* *Enter numerical data for current*	<u>2013Expected Level of Performance:*</u> *Enter numerical data for expected level of*					

	level of performance in this box.	*performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Geometry Goal #3A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: **Students enrolled in geometry able to maintain geometry skill while in DOP**	**2012 Current Level of Performance:** * *Enter numerical data for current level of performance in this box.* **White:** **Black:** **Hispanic:**	**2013Expected Level of Performance:** * *Enter numerical data for expected level of performance in this box.* **White:** **Black:** **Hispanic:**					

	Asian: American Indian:	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
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance: * *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance: * *Enter numerical data for expected level of performance in this box.*					
			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
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: Students enrolled in geometry able to maintain geometry skill	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					

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

End of Geometry EOC Goals

Mathematics Professional Development

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

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Mathematics 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 Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.1. Knowledge level	1a.1. Implement Science curriculum to provide hands-on and inquiry based learning in science for students	1a.1. Science Dept. Chairperson Classroom teacher	1a.1. Frequent progress monitoring and evaluation of student engagement	1a.1. Unit assessments and PCS Science Common Assessment
Science Goal #1a: Students will increase 1 Level on Science FCAT	2012 Current Level of Performance: * 10%	2013Expected Level of Performance: * 15%					
			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 Level 4, 5, and 6 in science.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Science Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance: *	2013Expected Level of Performance: *					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			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. Knowledge level	2a.1. **Provide students with hand-on experiences in science to better development an understanding of real-world science applications**	2a.1. **Science Dept. Chairperson** **Classroom teacher**	2a.1. **Frequent progress monitoring and evaluation of student engagement**	2a.1. **Unit assessments and PCS Science Common Assessment**
Science Goal #2a **The percentage of students achieving Levels 4 and Levels 5 will increase from 0% to 5% on the 2011-20121 FCAT Science Assessment**	**2012 Current Level of Performance:** * 0%	**2013Expected Level of Performance:** * 5%					
			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.	2.1.	2b.1.	2b.1.
Science Goal #2b: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:** * *Enter numerical data for current level of performance in this box.*	**2013Expected Level of Performance:** * *Enter numerical data for expected level of performance in this box.*					

			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

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 Level 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance: * Enter numerical data for current level of performance in this box.	2013Expected Level of Performance: * Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: Enter narrative for the goal in	2012 Current Level of Performance:	2013Expected Level of Performance:					

this box.	*	*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Florida Alternate Assessment High School Science Goals
<u>**Biology End-of-Course (EOC) Goals**</u>

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1. Students scoring at Achievement Level 3 in Biology. **Biology Goal #1:** 80% of students will maintain a C average in the courses required to graduate HS. Students will pass the EOC to achieve credit.	**2012 Current Level of Performance:** * *Enter numerical data for current level of performance in this box.*	**2013 Expected Level of Performance:** * *Enter numerical data for expected level of performance in this box.*	1.1. **Mobility, Short Term Stay, Apathy, School History (course and achievement), Various Technology Levels Available** 1a.Students lack of motivation, mobility rates, professional development	1.1. 1.With the assistance of the District STEM, create and execute 10 to 12 core lesson topics. Lessons will have multiple resources in various types of presentation modalities. 1a. Teachers will implement lessons that incorporate online activities to increase student motivation. 2. With the assistance of the District STEM, create and execute focus calendar (emphasizing core topics). 2a. Professional development will be held in the form of PLCs to collaborate on science teaching strategies	1.1. 1.District STEM, Science DC, DOP supervisors 1a. Classroom teachers, technology coordinator, science department chair 2. District STEM, Science DC, DOP supervisors 2a. DOP supervisors, classroom teachers. 3. District STEM, Science DC, DOP supervisors	1.1. 1a. Measure of student engagement as measured by participation grades. 2. Students tested on mini lessons. Those scoring less than 80% on end of presentation evaluation will receive more information on topic. 2a. Teachers will submit follow-up activities to the PLCs, demonstrating implementation of new teaching strategies in the classrooms. 3. Teachers will provide feedback as to the effectiveness and viability of presentation mode. 4. Students tested on mini	1.1. 1. Lesson Plans and Check off Survey provided by department chair to determine participation. 1a. Teacher lesson plans and student participation grades. 2. Mini lessons achievement to be recorded in grade book. 3. Lesson Plans and Check off Survey provided by department chair to determine effectiveness.

			Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			3. Acquire, distribute, evaluate, various forms of technology presentations (DVD, CD, moodle, online) to increase interest and motivation. 4. With the assistance of the District STEM, create and execute focus calendar (emphasizing core topics). 5. Acquire, distribute, evaluate, various forms of technology presentations (DVD, CD, moodle, online) to increase interest and motivation. 6. Participate and provide feedback using district DA testing.	4. District STEM, Science DC, DOP supervisors 5. District STEM, Science DC, DOP supervisors 6. District STEM, Science DC, DOP supervisors	lessons. Those scoring less than 80% on end of presentation evaluation will receive more information on topic. 5. Teachers will provide feedback as to the effectiveness and viability of presentation mode. 6. 90% will be tested and individual feedback will be provided to each teacher on each student tested.	4. Mini lessons achievement to be recorded in grade book. 5. Lesson Plans and Check off Survey provided by department chair to determine effectiveness. 6. Class lists and score report to each teacher.
			1.2.	1.2.	1.2.	1.2.
			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 Biology. **Biology Goal #2:** 80% of students will maintain a C average in the courses required to graduate HS.	**2012 Current Level of Performance:** * *Enter numerical data for current level of performance in this box.*	**2013 Expected Level of Performance:** * *Enter numerical data for expected level of performance in this box.*	2.1. Mobility, Short Term Stay, Lack of Lab and books, Lack of computer access, multiple courses during 1 block of time, teacher experience	2.1. . With the assistance of the District STEM, create and execute 10 to 12 core lesson topics. Lessons will have multiple resources in various types of presentation modalities. 2 Acquire, distribute, evaluate, various forms of technology presentations and remediation tools (DVD, CD, moodle, online) to increase interest and motivation. 3. District STEM,	2.1. 1. District STEM, Science DC, DOP supervisors 2. District STEM, Science DC, DOP supervisors	2.1. 1. Lesson Plans will reflect use of 80% of the topics provided by the district. 2. Teachers will provide feedback as to the effectiveness and viability of presentation mode.	2.1. 1. Lesson Plans and Check off Survey provided by department chair to determine participation. 2. Lesson Plans and Check off Survey provided by department chair to determine effectiveness.

				3. Participate and provide feedback using district DA testing. 5. Use of NOVA net and any other available technology to create labs and course presentations for higher level science.	Science DC, DOP supervisors 4. District STEM, Science DC, DOP supervisors, technology specialist	3. 90% will be tested and individual feedback will be provided to each teacher on each student tested 4. 80% of all classrooms with the available technology will show through lesson plans use of labs and presentations.	3. Class lists and score report to each teacher. 4. Class lists and score report to each teacher.
			2.2. . Assistance with Credit Recovery	2.2. .Nova Net	2.2. Assigned teacher to build relationship and assist with CAI.	2.2. as needed	2.2. Completed Modules and Credits earned
			2.3 To utilize higher order thinking in lessons related to the different cultures including African American.	2.3 Train teachers in Cultural Competence.	2.3 Principal, Asst. Principals	2.3 Teachers provide feedback on the training and purpose.	2.3 Professional Development evaluations

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

Science Budget (Insert rows as needed)

2012-2013 School Improvement Plan Dropout Prevention

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 Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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 Level3.0 and higher in writing.		1a.1. **Setting – Students are in nontraditional settings/ some are incarcerated/some in drug rehab/ some with children**	1a.1. **Strive to build a community of working and learning (this may help in attendance, personal issues, skill building and**	1a.1. **Department Chair DOP Supervisors/Principa l**	1a.1 **.Walkthroughs by administrators, observe class meetings, talk to staff and students**	1a.1. **Walkthrough review sent to staff.**
Writing Goal #1a: Students will increase writing scores to	**2012 Current Level of Performance:*** / **2013Expected Level of Performance:***					

demonstrate grade level proficiency in writing.			**on Site, etc. all of which may affect a student's focus and ability to stay on task. The physical setting at some sites may also be a contributing factor – guards, bars, and other unstable classmates can cause motivational and performance problems**	**confidence)**			
			1a.2. **1.2. History – Most DOP students have a less than successful record in their past school related performance. Many are chronically absent some having not attended for one to two years. Students have been suspended, expelled, moved from school to school and/or home to home. For many, the end results are skills far below grade level. In the end, there is a prevailing lack of confidence that inhibits their ability to give a full effort in the testing situation.**	**1a.2.** **1.2.Make better use of materials/technology that we have on hand:** **1 .Books Language network & Writers Choice (not all programs seem to have the books they want, while others have books they do not use). A redistribution of books may help solve this problem.** **2. Learn 360 has many videos that support the writing process in all phases – many students will watch a video closer than a live teacher.** **3. Use Glencoe as a teaching tool not just for testing.** **My Skills Tutor – has lessons in all phases of the writing process**	**1a.2.** **Evidence of writing materials being used during walkthroughs and classroom visits.**	**1a.2.** **Scored writing samples will be used.**	**1a.2.** **Glencoe**
			1a.3. **1.3. Personal – All students in DOP have issues. These issues vary from: family, mental health, legal, community, abuse of all kinds, to defiant and disrespectful behaviors. All of these**	**1a.3.** **1.3. Daily writing (journaling) and monthly Glencoe testing for progress monitoring (writing is a skill that is only improved with practice)**	**1a.3.** **1.3. Teachers will use the District provided progress monitoring tool to insure school wide consistency of the rubric scores.**	**1a.3.** **1.3. Scored writing samples will be used to determine progress between pretest and posttest.**	**1a.3.** **1.3. Writing rubric and Glencoe On line Essay Scorer**

		issues impact their ability to learn and test. **1.4** **Apathy – Both students and staff may be somewhat disinterested when it comes to FCAT Writes. The test has been removed as part of a graduation requirement and the focus of all may be directed to more critical testing areas. While there is support and understanding the need of writing skills, economics, equitable scoring and EOC testing may do away** **1.5** **Distance – Teachers housed in different locations across the county inhibits the sharing of ideas, plans and methods.**	**1.4.** **Use writing awards and completions that help general enthusiasm across programs.** **Use some form of competition with all programs.** **Create a DOP publication for all students to participate.** **1.5** **Bring teachers together for common lesson studies, plcs, etc.**	**1.4.** **Students and staff will determine areas of interest to utilize writing skills for relevant and motivational purposes.** **i.e. career, resume writing, newsletters, publications, etc.**	**1.4.** **Students will proof and use the writing rubrics aligned with areas of interest.**	**1.4.** **Teacher will create a rubric to be used for engaging activities.**
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Writing Goal #1b: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.*	**2013Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.*				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

2012-2013 School Improvement Plan Dropout Prevention

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Wide Trainings throughout the year	6-12		Language Arts Teachers		Evaluations, Progress monitoring, Literacy Lit Team	Supervisors, designees, Monitors

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
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 Writing Goals

2012-2013 School Improvement Plan Dropout Prevention

<u>Civics End-of-Course (EOC) Goals</u>

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

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

2012-2013 School Improvement Plan Dropout Prevention

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

Civics Professional Development

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

Civics Budget(Insert rows as needed)

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

2012-2013 School Improvement Plan Dropout Prevention

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

* 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:***	**2013Expected Level of Performance:***					
	Enter numerical data for current level of	*Enter numerical data for expected level of performance in*					

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

U.S. History Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.

2012-2013 School Improvement Plan Dropout Prevention

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 U.S. History Goals

<u>**Attendance Goal(s)**</u>

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1. Attendance			1.1. Students running away from program "AWOL"	1.1. Need for agency to make decisions about withdrawal for excessive leave. Need agency to not withdraw students before end of semester (early exams)	1.1. . School-Based Leadership Team; RtI Team	1.1. SBLT &RtI Team will review attendance data during monthly meetings to access effectiveness.	1.1. Data from Portal will be used.
<u>**Attendance Goal #1:** Maintain exceptional student attendance records while finding ways to address</u>	<u>**2012 Current Attendance Rate:***</u>	<u>**2013 Expected Attendance Rate:***</u>					
	Average 95% in	**Expected Level of**					

students who must be removed from the classroom for disruptive behavior.	attendance all days	Performance 95%		which results in more excused absences			
	2012 Current Number of Students with Excessive Absences (10 or more)	**2013 Expected Number of Students with Excessive Absences (10 or more)**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	**2013 Expected Number of Students with Excessive Tardies (10 or more)**					
			1.2. Programs do not meet the academic and career needs of students Data from Portal will be used	**1.2.** Increase computer-based learning; increase vocational certification programs; increase access to tutors/coaches In keeping with PBS/RtI: Behavior methods, develop more rewards and student recognition for attendance	**1.2.** .School-Based Leadership Team; RtI Team School-Based Leadership Team; RtI Team	**1.2.** SBLT &RtI Team will review attendance data during monthly meetings to access effectiveness. SBLT &RtI Team will review attendance data during monthly meetings to access effectiveness.	**1.2.** Data from Portal will be used. Data from Portal will be used.
			1.3.	**1.3.**	**1.3.**	**1.3.**	**1.3.**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI Training	6-12		DOP staff	Throughout the school year	Throughout the school year	Supervisors & Teachers

2012-2013 School Improvement Plan Dropout Prevention

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

End of Attendance Goals

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

2012-2013 School Improvement Plan Dropout Prevention

1. Suspension			1.1. Agency required "room restriction" versus formal suspension.	1.1. Communication with classroom, agency, and supervisory staff.	1.1. Supervisors and principal	1.1. Professional Development surveys, student climate surveys, attendance data, common classroom expectations, monitored, In-school & out of school suspension data, school wide behavior plan data (discipline data).	1.1. Training assessment tool, observation /walk through, lesson plans Common expectations throughout program site and instructional review results.
Suspension Goal #1: Dropout Prevention school will maintain exceptional disciplinary referral records while adhering to county policy for disciplinary referral processes.	**2012Total Number of In – School Suspensions** **2012Total Number of Students Suspended In-School** **2012Number of Out-of-School Suspensions** **2012Total Number of Students Suspended Out- of- School**	**2013 Expected Number of In- School Suspensions** **2013 Expected Number of Students Suspended In -School** **2013 Expected Number of Out-of-School Suspensions** **2013 Expected Number of Students Suspended Out- of-School**					
			1.2. Students get attention for demonstrating negative behavior from peers.	1.2. Provide adult supervision at all times (before, during and after class time.) * Provide incentives for students who demonstrate positive behavior (KIP: Keep It Positive" Incentives)	1.2. Team leader * PBS /School leadership team * Teachers	1.2. Reduction in the number of suspensions and the number of students receiving suspensions *Feedback from students and faculty using "KIP"	1.2. Suspension data reports generated by Portal * RtI surveys for behavior
			1.3.	1.3.	1.3.	1.3.	1.3.

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**	**PD Participants (e.g. , PLC, subject, grade level,**	**Target Dates and Schedules (e.g. , Early Release) and**	**Strategy for Follow-up/Monitoring**	**Person or Position Responsible for Monitoring**

2012-2013 School Improvement Plan Dropout Prevention

		PLC Leader	or school-wide)	Schedules (e.g., frequency of meetings)		
Differentiated Instruction	6-12		DOP Teachers		Walk throughs, observations, conferences	Coaches, Dept. Chairs, Team Leaders, Administrators
Creating a Positive Culture	6-12		DOP Teachers		Walk throughs, observations, conferences	Coaches, Dept. Chairs, Team Leaders, Administrators
Cultural Competence	6-12		DOP Teachers		Walk throughs, observations, conferences	Coaches, Dept. Chairs, Team Leaders, Administrators

Suspension Budget(Insert rows as needed)

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

End of Suspension Goals

Dropout Prevention Goal(s)
Note: Required for High School- F.S., Sec. 1003.53

2012-2013 School Improvement Plan Dropout Prevention

* 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 __Dropout Prevention Goal #1:__ *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			1.1. (2.0 GPA, increased amount of credits earned or passing scores on the FCAT.)	1.1. 1.students who meet one-to-one with a graduation dropout prevention specialist to monitor progress toward on-time 2. Implement course modification for credit / recovery /accrual. 3. Summer school @ Bayside HS (DOP school) credit recovery 4. 8.5 / 7.5 programs 5. Monitor progress reports every 9 weeks 6. Monitor entries/withdrawals at each site.	1.1. Dropout Prevention Director Dropout Prevention Specialists Site Team Leaders and Treatment Teams for DOP Sites	1.1. .1. GRAD team database 2. District Dropout data 3. District graduation rate data 4. Program transition data 5. Treatment Team	1.1. GRAD Team Database District Dropout Data District Graduation Data Exit Interview Forms GRAD Chats Credit Checks on Transcripts Report Cards
The dropout rate will decrease by .5 as measured by the cohort process utilized by the FLDOE. To decrease the Dropout Rate of African American students by increasing parental involvement.	**2012 Current Dropout Rate:*** **2012 Current Graduation Rate:***	**2013 Expected Dropout Rate:*** **2013 Expected Graduation Rate:***					
			1.2. Lack of communication between school and home	1.2. Build relationships with students through positive behavior supports by calling home. Offer support for academics if necessary.	1.2. DOP Specialists, GRAD Team, Guidance Counselors, Teachers, Support Staff, Principal, Asst. Principals	1.2. Track positive phone calls	1.2. .Phone log, conference notes in Portal
			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 Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NovaNet Training	9-12	NovaNet facilitator	Middle School and High School Staff	On going	Sign in sheets for training at each site	Director of Dropout Prevention, DOP

2012-2013 School Improvement Plan Dropout Prevention

PS /RtI / SBLT training	6-12	RtI Supervisor	Dropout Prevention Specialists	On going	Completion noted in LMS	Director of Dropout Prevention, DOP
Dropout Prevention workshops	6-12	Director/Supervisor of DOP	Dropout Prevention Specialists And teachers	On going	Feedback to presenters; completion noted in LMS	Director of Dropout Prevention, DOP

Dropout Prevention Budget(Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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)).

2012-2013 School Improvement Plan Dropout Prevention

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 **Parent Involvement Goal #1:** *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	**1.1.** **Transportation issues for parents** **Communication of meeting sites** **Staff coverage**	**1.1.** **Open house nights being held when students are already visiting their child** **A review of year end data from all Dropout Prevention programs suggests a major concern is the lack of parental involvement by Dropout Prevention students' parents with classroom teachers and support staff. In interviewing staff the percentage of parents getting involved appears low, but no exact numbers are available, 2012-2013 will be a year to collect data on parent involvement.**	**1.1.** **Administration** **Specialists** **Site based personnel**	**1.1.** **Increased number of parents that are participating in treatment team/IEP meetings** **Increased number of parents that are participating in conferences**	**1.1.** **Parent sign in sheets** **Teacher phone logs** **End of year data**
To increase parent involvement from 0% to 50%.					
2012 Current level of Parent Involvement:* — **2013 Expected level of Parent Involvement:***					
It is expected that there will be a significant number of parents involved in 2013.					
	1.2.	**1.2.**	**1.2.**	**1.2.**	**1.2.**
	1.3.	**1.3.**	**1.3.**	**1.3.**	**1.3.**

Parent Involvement Professional Development

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

Parent Involvement Budget

2012-2013 School Improvement Plan Dropout Prevention

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 Parent Involvement Goal(s)

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

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

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

2012-2013 School Improvement Plan Dropout Prevention

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.					
	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 professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

STEM Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan Dropout Prevention

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan Dropout Prevention

CTE Professional Development

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

CTE Budget(Insert rows as needed)

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

2012-2013 School Improvement Plan Dropout Prevention

Subtotal:			
Total:			

End of CTE Goal(s)

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

Additional Goals Professional Development

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

2012-2013 School Improvement Plan Dropout Prevention

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

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

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

Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:
Mathematics Budget
Total:
Science Budget
Total:
Writing Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
Additional Goals
Total:

2012-2013 School Improvement Plan Dropout Prevention

Grand Total:

eva

<u>Differentiated Accountability</u>

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.

X Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.

May 2012
Rule 6A-1.099811
Revised May 25, 2012

Describe the projected use of SAC funds.	Amount
Dropout Prevention has monthly site-based SAC meetings. At these meetings the SAC provides input, reviews, and monitors the School Improvement Plan. The SAC also monitors the budget, provides knowledge of community resources and continuity of services for at risk youth.	