FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Riverview Learning Center	District Name: Volusia County Schools
Principal: Kevin Tucker	Superintendent: Dr. Margaret Smith
SAC Chair: Heather Prince	**Date of School Board Approval: Pending School Board Action on December 11, 2012**

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Kevin Tucker	**BA Education MS Educational Leadership**	**3 Years**	**25 Years**	**2012 School Grade NA** **2011 – School Grade NA** **2010 – "A" School; AYP 90% (82%R/79%M; 66%/R/82% R; 66%R/73%M)** **2009 – "A" School; AYP 95% (82%R/78%M;**

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MS Science   **71%R/71%M;**
                                                             68%R/66%M)

					2008 – "A" School; AYP 95% (81%R/78%M; 68%R/76%M; 57%R/70%M) Narrative: Prior to 2007 I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development. I stove to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement.
Assistant Principal	**Trace Hines**	**BA Elementary Ed** **MS Emotional Handicapped** **EdD Special Ed Leadership**	**3 Years**	**13 Years**	**2012** - School Grade NA **2011** – School Grade NA **2010** – AYP 59% (62%R/66%M; 66%R/68%M; 60%R/63%M) **2009** – AYP 67% (69%R/72%M; 63%R/68%M; 60%R/63%M) **2008** – AYP 67% (68%R/72%M; 62%R/7%M; 69%R/68%M) Narrative: Prior to 2007 I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development. I stove to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement.

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	**Harriett Dimuro**	**MS Reading** **BS English**	**2 Years**	**13 Years**	**2012**: School Grade NA **2011**: School Grade NA **2010** : School Grade NA

		BS Drama			**2009**: School Grade NA
		BS Speech			**2008**: School Grade NA
		ESOL			

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. **Professional Development Opportunities**	**Principal/Assist. Principal**	**6/05/2013**
2. **Mentoring Opportunities**	**Principal/Assist. Principal**	**6/05/2013**
3. **Professional Development Opportunities**	**Principal/Assist. Principal**	**6/05/2013**
4. **Leadership Opportunities**	**Principal/Assist. Principal**	**6/05/2013**
5. **Teacher Recognition**	**Principal/Assist. Principal**	**6/05/2013**
6. **Networking/Classroom Visitation**	**Principal/Assist. Principal**	**6/05/2013**

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
12	0% (0)	8%(1)	66% (8)	25% (3)	58%(7)	100% (12)	33% (4)	12	0% (0)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
NA			

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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Riverview Learning Center include:

- **Academic Coach for the purpose of comprehensive staff development**

- **Reading Intervention Teacher to provide interventions for students in need**

- **Transition Specialist to facilitate transition counseling services for exiting students back into the district schools with a transition plan to ensure academic and social success**

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- **System Operators for the purpose of monitoring compliance with district curriculum guidelines**
- **Paraprofessionals for support in the classroom**
- **Supplemental materials and supplies needed to close the achievement gap**
- **Supplemental funds for on-going staff development as determined by the results of FCAT data**

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- **Academic Assistance through credit accrual/recovery, tutoring, and summer school**
- **Translation Services for parent/teacher conference**
- **Parental support through parent/kid activity nights and workshops on school success**
- **Migrant Parent Advisory Council (MPAC)**
- **Medical Assistance through referrals to outside community agencies**

Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D

Title II

The district provides ongoing professional Development in the core subject areas to ensure quality instruction and student success.

Title III

he District ESOL Coordinator and staff provide ongoing support and professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichment to ensure the appropriate pathways to graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

N/A Due to individual program restraints

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- **Student Mentoring program**
- **Peer Mediation program**

- **Crisis training program**
- **Suicide prevention program**
- **Anti-bullying program**
- **Dropout Prevention/Violence prevention/drug and alcohol prevention: "Why Try Program"**

Nutrition Programs
Alternative Education Programs offer a variety of nutrition program including:
- **Free and Reduced Meal Plan**
- **Wellness Policy School Plan**
- **Health classes**
- **Personal Fitness classes**

Housing Programs
NA

Head Start
NA

Adult Education
NA

Career and Technical Education
NA

Job Training
Riverview Learning Center offers students career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry and field trips to business and industry locations.
Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post secondary

Other
NA

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

Instructional Reading Coach: Develops, leads and evaluates school core content standards/programs: identifies and analyzes existing literature on scientifically based curriculum/behavioral assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening service for children to be considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation /progress monitoring. Provides guidance on k-12 reading plan; facilitates and supports data collection

activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation; facilitates data-based decision making activities. Assists school in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to determine the student's response to intervention.

School Guidance Counselors: Assists schools in identifying students at risk for academic, social-emotional, and behavioral concerns. Helps team to identify specific trends in mental health and behavioral concerns among groups of students.

Behavioral Specialist: Assists schools in identifying students at risk ; provides evidence-based, behavioral interventions and supports that match student need; assists in on-going, proactive instructional decision-making; conducts systematic direct observation, provides direct behavior rating scales; conducts frequent and repeated data collections; conducts functional assessment-based behavior support planning; behavior is monitored and feedback provided regularly to the behavior support team and relevant staff; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Social Worker: Assists schools in identifying interventions and assists parents with accessing community agencies to support the child's academic, emotional, behavioral and social success.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school's MTSS Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialist, reading coaches, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) *"How will we respond when they don't learn?"* and 2) *"How will we respond when they already know it?"* The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; monitor and document the rate of academic and behavioral growth of all students; make adjustments in instructional technique for all students in the classroom through whole and small-group differentiated instruction, establish school-wide screening schedule, such as review of reading (FAIR Assessment, SRI, Odyssey pre-post assessments) and math data minimally three times per year to identify each student's level of proficiency; document interventions and measured growth in the academic improvement plan (AIP) and/or the behavioral intervention plan (BIP) and identify students who continue to lag behind the group on critical

measures of performance for additional supports. The MTSS/RtI team works in conjunction with the Professional Learning Communities (PLC), the Problem Solving Team (PST) and the ESE Behavioral Support Team (BST), review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at-risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectation, enrichment activities are in place to ensure acceleration of learning. Based on the above information, the team will identify professional development and resources. The team will solve, share effective practices, evaluate implementation, make decisions and practice new process and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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

The Problem Solving/MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, Tier 2, and Tier 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teacher (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

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: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
End of Year: FAIR, FCAT
Frequency of Data Days: Monthly for data analysis or as determined by the principal

Describe the plan to train staff on MTSS.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/RtI. School-wide training is provided by members of the School Psychologist Services department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PS/RtI is accessible through the PS/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition of and application of PS/RtI.

Describe the plan to support MTSS.

Continued job-embedded learning through academic and behavioral data analysis and progress monitoring.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<u>Select general Education Teachers</u>:   Provide information about core instruction, participates in student data collection, and analysis of student data (i.e. running records, writing samples, and observations). <u>Exceptional Student Education Teachers</u>: Participate in student data collection, integrates core instructional activities/materials, and collaborate with general education teachers through such activities as support facilitation. <u>Instructional Reading Coach</u>: Increase faculty awareness and use of reading strategies designed to improve students' reading skills across the curriculum and raise student achievement in reading for pleasure as well as information.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). **The Literacy Leadership Team will meet quarterly for improving literacy for all students; making decisions about best practices for literacy instruction; enhancing the literacy environment; and building a literacy culture through collegiality and collaboration with a shared vision of good teaching by discussion about the criteria of good teaching. The focus of the Literacy Leadership Team will be to transfer teacher learning into the classroom for a positive impact on the students.**
What will be the major initiatives of the LLT this year? **Major initiatives for the Literacy Leadership Team this year will be the analysis of qualitative/quantitative student data (i.e. reviewed regularly to understand/track all students' learning and progress through writing samples; observations; ongoing informal and formal assessments and intensive writing integration). The LLT will assist in the understanding and implementation of the Common Core State Standards. The LLT will also encourage professional study for teachers through professional books and internet sites**

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.

NA

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

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

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> **Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills.**

*High Schools Only

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

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

> **The school offers students elective courses in business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.**

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?

> **The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature**

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.

> **A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:**
> - **Dual Enrollment**
> - **Early College**
> - **Career Academies**

- **High School Showcase**
- **Career and Technical Education Classes**
- **Advanced Placement Opportunities**
- **IB**
- **College Expo**
- **Making High School Count Programs**
- **Making College Count Programs**
- **College Tours**
- **College Rep Visits**

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: **Ensure that each student in all sub groups is achieving proficiency (FCAT Level 3 or above) in reading**.	2012 Current Level of Performance:* **This Alternative School has no available data**	2013 Expected Level of Performance:* Students will meet current state performance outcomes in reading for 6th grade (57%); 7th grade (59%) and 8th grade (56%)	1A.1. **Challenges of working with students who come from low SES backgrounds.**	1A.1. **Teachers will receive training in practices that promote high student engagement and ensure that all teachers receive professional development related to effective instructional strategies in reading and implement strategies within the classroom. Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards**	1A.1. **Reading Coach Intensive Reading Teacher Reading Teacher Administrative Team Guidance Counselor Distribution of Building Engaged Schools by Gary Gordon**	1A.1. **Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software; Read 180 and Townsend Press Dept. Chairs**	1A.1. **District Assessments FAIR Assessments SRI Assessments FCAT results Read 180 student outcomes** **Teachers Support Staff Paraprofessionals Literacy Leadership Team PLC Teams** **Distribution of Research- Based Strategies by Ruby**

		1A.2. **The Alternative Education sites experience a high mobility rate impacting the stability of students' proficiency**	1A.2. **Teachers will receive training in practices that promote high student engagement and ensure that all teachers receive professional development related to effective instructional strategies in reading and implement strategies within the classroom. Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards..**	1A.2. **Reading Coach** **Intensive Reading Teacher** **Reading Teacher** **Administrative Team,** **Guidance Counselor** **Dept. Chairs** **Teachers** **Support Staff,** **Paraprofessionals** **Literacy Leadership Team** **PLC Teams**	1A.2. **Track student growth using assessments and meet regularly as department teams to foster growth among all students using formative data; instructional technology: Compass Odyssey software; Read 180 and Townsend Press**	1A.2. **District Assessments** **FAIR Assessments** **SRI Assessments** **FCAT results** **Read 180 student outcomes**
		1A.3. **The majority of our students with disabilities are below grade level**	**1A3,** **Teachers will receive training in practices that promote high student engagement and ensure that all teachers receive professional development related to effective instructional strategies in reading for SWDs and implement strategies within the classroom.** **Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards** **Provide specific scientifically-based supplemental reading programs.**	1A3. **Reading Coach** **Intensive Reading Teacher** **Reading Teacher** **Administrative Team,** **Guidance Counselor** **Dept. Chairs** **Teachers** **Support Staff** **Paraprofessionals** **Literacy Leadership Team** **PLC Teams**	1A3. **Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software; Read 180,and Townsend Press**	1A3. **District Assessments** **FAIR Assessments** **SRI Assessments** **FCAT results** **Read 180 student outcomes**
		1A.4. **Challenges of working with students with limited academic engagement which inhibits learning**	1A.4. **Provide appropriate interventions and incentives to help ensure that students will improve their GPAs by .5 on a 4.0 scale (Riverview0**	1A.4 **Reading Coach** **Intensive Reading Teacher** **Reading Teacher** **Administrative Team,** **Guidance Counselor** **Dept. Chairs** **Teachers** **Support Staff** **Paraprofessionals** **Literacy Leadership Team** **PLC Teams**	1A.4. **Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey; Read 180 and Townsend Press**	1A.4 **District Assessments** **FAIR Assessments** **SRI Assessments** **FCAT results** **Read 180 student outcomes**

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		1.5. Many of the Alternative Education students have emotional or behavioral concerns which impede proficiency	1.5. Ensure that all teachers receive professional development related to effective behavioral strategies via RtI-B and the Why Try Program and implement strategies within the classroom. Review all Functional Behavioral Assessments (FBA): Behavioral Improvement Plans (BIP) and Academic Improvement Plans (AIP).	1.5. Reading Coach Intensive Reading Teacher Reading Teacher Administrative Team, Guidance Counselor Dept. Chairs Teachers Support Staff Paraprofessionals Literacy Leadership Team PLC Teams	1.5. Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology Compass Odyssey; Read 180 and Townsend Press	1.5. District Assessments FAIR Assessments SRI Assessments FCAT results Read 180 student outcomes
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1B: NA	2012 Current Level of Performance:* / 2013 Expected 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 in reading. Reading Goal #2A: NA	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.

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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2B: **NA**	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3A: **NA**	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. Reading Goal #3B: **NA**	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.

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| | | 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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.		4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Reading Goal #4: NA	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Reading Goal #5A: NA							

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

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B: NA	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected 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 reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

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Reading Goal #5D: NA	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 reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
VSET Training	**All**	**PD Facilitator**	**All**	**8/13/2012**	**As Needed**	**Administrative Team**

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Building Awareness of CCSS	All	PD Facilitator	All	8/28/2012	As Needed	Administrative Team
Training on VSET	All	PD Facilitator	All	9/21/2012	As Needed	Administrative Team
Deepening Awareness of CCSS	All	PD Facilitator	All	9/26/2012	As Needed	Administrative Team
Planning for the CCSS	All	PD Facilitator	All	10/10/2012	As Needed	Administrative Team
Building Rigor for the CCSS	All	PD Facilitator	All	10/24/2012	As Needed	Administrative Team
Students' Role in CCSS	All	PD Facilitator	All	11/14/2012	As Needed	Administrative Team
Designing Assessments Aligned to CCSS	All	PD Facilitator	All	12/5/2012	As Needed	Administrative Team
Frequent Formative Assessments for CCSS	All	PD Facilitator	All	1/23/2013	As Needed	Administrative Team
Next Steps for CCSS	All	PD Facilitator	All	2/6/2013	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	10/19/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	12/21/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	3/11/2013	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	5/29/2013	As Needed	Administrative Team

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide scientifically based supplemental reading materials	Novels/short stories/newspaper	Title I	$2,000.00

			Subtotal:	**$2,000.00**
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:	**$2,000.00**

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: NA	2012 Current Percent of Students Proficient in Listening/Speaking:					
		1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: NA	2012 Current Percent of Students Proficient in Reading:					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students write in English at grade level in a manner similar to non-ELL students.						
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: NA	2012 Current Percent of Students Proficient in Writing :					
		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)

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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:

Elementary School Mathematics Goals

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

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

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		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: NA	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		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.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: NA	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		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:* / 2013 Expected Level of Performance:*					

NA							
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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4. **FCAT 2.0:** Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.	
Mathematics Goal #4: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**							
Mathematics Goal #5A: *Enter narrative for the goal in this box.*								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: NA	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* 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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: NA	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.

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

Middle School Mathematics Goals

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

Middle School Mathematics Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1.1. **Challenges of working with students who come from low SES backgrounds.**	1.1. **Teachers will receive training in practices that promote high student engagement and ensure that all teachers receive professional development related to effective instructional strategies in math and implement strategies within the classroom. Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards** **Distribution of Building Engaged Schools by Gary Gordon Distribution of Research-Based**	.1. **Math Teachers Administrative Team Guidance Counselor Dept. Chairs Teachers Support Staff Paraprofessionals PLC Teams** **Distribution of Hear Our Cry: Boys in Crisis and My Orange Duffel Bay Distribution of The Journey of Al and Gebra to the Land of Algebra**	1.1. **Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software**	.1. **District Assessments Formative Semester Assessment Summative Semester Assessment FCAT results EOC exam results**
Mathematics Goal #1A: **Ensure that each student in all sub groups is achieving proficiency (FCAT Level 3 or above) in Math**	2012 Current Level of Performance:* **This Alternative Education Program has no available data**	2013 Expected Level of Performance:* **Students will meet current state performance outcomes in math for 6th grade (53%); 7th grade (55%); and 8th grade 57%)**					

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				Strategies by Ruby Payne and training		
			1.2. The Alternative Education sites experience a high mobility rate impacting the stability of students' proficiency	**1.2.** Teachers will receive training in practices that promote high student engagement and ensure that all teachers receive professional development related to effective instructional strategies in math and implement strategies within the classrooms Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	**1.2.** Math Teachers Administrative Team Guidance Counselor Dept. Chairs Teachers Support Staff Paraprofessionals PLC Teams	**1.2.** Track student growth using assessments and meet regularly as department teams to foster growth among all students using formative data; instructional technology: Compass Odyssey software
			1.3. The majority of our students with disabilities are below grade level	**1.3** Teachers will receive training in practices that promote high student engagement and ensure that all teachers receive professional development related to effective instructional strategies in math for SWDs and implement strategies within the classroom. Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards Provide specific scientifically-based supplemental math programs.	**1.3.** Math Teachers Administrative Team Guidance Counselor Dept. Chairs Teachers Support Staff Paraprofessionals PLC Teams	**1.3.** Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

1.2. District Assessments Formative Semester Assessment Summative Semester Assessment FCAT results EOC exam results

1.3. District Assessments Formative Semester Assessment Summative Semester Assessment FCAT results EOC exam results

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 mathematics.		2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: **NA**	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		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: NA	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: NA	2012 Current Level of Performance:*	2013 Expected 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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: **NA**	**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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: NA	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.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	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.
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. Mathematics Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1.	2.1.	2.1.	2.1.	2.1.

		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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

Algebra 1 End-of-Course (EOC) Goals

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

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

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NA						
			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
				2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: NA							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						

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Algebra 1 Goal #3A: **NA**					

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Algebra 1 Goal #3B: *NA*	2012 Current Level of Performance:* / 2013 Expected 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 subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.		3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: NA	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		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 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

Geometry End-of-Course Goals

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

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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.
Geometry Goal #1: **Due to the short duration of the students stay in this Alternative Education Program there is no data available**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2:							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012					
Geometry Goal #3A: NA						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: NA	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* . White: Black: Hispanic: Asian: American Indian:				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.

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Geometry Goal #3C: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.

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

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
VSET Training	All	PD Facilitator	All	8/13/2012	As Needed	Administrative Team
Building Awareness of CCSS	All	PD Facilitator	All	8/28/2012	As Needed	Administrative Team
Training on VSET	All	PD Facilitator	All	9/21/2012	As Needed	Administrative Team
Deepening Awareness of CCSS	All	PD Facilitator	All	9/26/2012	As Needed	Administrative Team
Planning for the CCSS	All	PD Facilitator	All	10/10/2012	As Needed	Administrative Team
Building Rigor for the CCSS	All	PD Facilitator	All	10/24/2012	As Needed	Administrative Team
Students' Role in CCSS	All	PD Facilitator	All	11/14/2012	As Needed	Administrative Team
Designing Assessments Aligned to CCSS	All	PD Facilitator	All	12/5/2012	As Needed	Administrative Team
Frequent Formative Assessments for CCSS	All	PD Facilitator	All	1/23/2013	As Needed	Administrative Team
Next Steps for CCSS	All	PD Facilitator	All	2/6/2013	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	10/19/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	12/21/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	3/11/2013	As Needed	Administrative Team

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Literacy Leadership Team	All	Reading Coach	All	5/29/2013	As Needed	Administrative Team

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
Provide scientifically based supplemental math program/materials	**Math manipulatives /programs**	**Title I**	**$2,000.00**
		Subtotal:	$2,000.00
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:	$2,000.00

Elementary and Middle School Science Goals

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

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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. Science Goal #1A: **Ensure that each student in all sub groups is achieving proficiency (FCAT Level 3 or above) in Science**	2012 Current Level of Performance:* **This Alternative Education Program has no available data**	2013 Expected Level of Performance:* **Students will meet current state outcomes in science for 8th grade (46%).**	1A.1. **Challenges of working with students who come from low SES backgrounds.**	1A.1. **Teachers will receive training in practices that promote high student engagement and ensure that all teachers receive professional development related to effective instructional strategies in science and implement strategies within the classroom.** **Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards** **Distribution of Building Engaged Schools by Gary Gordon** **Distribution of Research-Based Strategies by Ruby Payne and training** **Distribution of Hear Our Cry: Boys in Crisis and My Orange Duffel Bay** **Distribution of The Journey of Al and Gebra to the Land of Algebra**	1A.1. **Science Teachers** **Administrative Team** **Guidance Counselor** **Dept. Chairs** **Teachers** **Support Staff** **Paraprofessionals** **PLC Teams**	1A.1. **Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software**	1A.1. **District Assessments** **Formative Semester Assessments** **Summative Semester Assessment** **FCAT results** **EOC exam results**
			1A.2. **The Alternative Education sites experience a high mobility rate impacting the stability of students' proficiency**	1A.2. **Teachers will receive training in practices that promote high student engagement and ensure that all teachers receive professional development related to effective instructional strategies in science for SWDs and implement strategies within the classroom.** **Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards** **Provide specific scientifically-based supplemental science**	1A.2. **Science Teachers** **Administrative Team** **Guidance Counselor** **Dept. Chairs** **Teachers** **Support Staff** **Paraprofessionals** **PLC Teams**	1A.2. **Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software**	1A.2. **District Assessments** **Formative Semester Assessments** **Summative Semester Assessment** **FCAT results** **EOC exam results**

			program			
		1A.3. **The majority of our students with disabilities are below grade level**	1A.3 **Teachers will receive training in practices that promote high student engagement and ensure that all teachers receive professional development related to effective instructional strategies in science for SWDs and implement strategies within the classroom.** **Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards** **Provide specific scientifically-based supplemental science programs..**	1A.3. **Science Teachers** **Administrative Team** **Guidance Counselor** **Dept. Chairs** **Teachers** **Support Staff** **Paraprofessionals** **PLC Teams**	1A.3. **Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software**	1A.3. **District Assessments** **Formative Semester Assessments** **Summative Semester Assessment** **FCAT results** **EOC exam results**
		1.4. **Challenges of working with students with limited academic engagement which inhibits learning**	.4 **Provide appropriate interventions and incentives to help ensure that students will improve their GPAs by .5 on a 4.0 scale**	1.4 **Science Teachers** **Administrative Team** **Guidance Counselor** **Dept. Chairs** **Teachers** **Support Staff** **Paraprofessionals** **PLC Teams**	1.4 **Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software**	1.4. **District Assessments** **Formative Semester Assessments** **Summative Semester Assessment** **FCAT results** **EOC exam results**
		1.4. **Challenges of working with students with limited academic engagement which inhibits learning**	.4 **Provide appropriate interventions and incentives to help ensure that students will improve their GPAs by .5 on a 4.0 scale**	1.4 **Science Teachers** **Administrative Team** **Guidance Counselor** **Dept. Chairs** **Teachers** **Support Staff** **Paraprofessionals** **PLC Teams**	1.4 **Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software**	1.4. **District Assessments** **Formative Semester Assessments** **Summative Semester Assessment** **FCAT results** **EOC exam results**
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Science Goal #1B:</u> **NA**	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				

| | | 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.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: NA	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: NA	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Florida Alternate Assessment High School Science Goals

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

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

Biology 1 End-of-Course (EOC) Goals

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement

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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
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: **NA**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: **NA**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
VSET Training	**All**	**PD**	**All**	**8/13/2012**	**As Needed**	**Administrative Team**

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		Facilitator				
Building Awareness of CCSS	All	PD Facilitator	All	8/28/2012	As Needed	Administrative Team
Training on VSET	All	PD Facilitator	All	9/21/2012	As Needed	Administrative Team
Deepening Awareness of CCSS	All	PD Facilitator	All	9/26/2012	As Needed	Administrative Team
Planning for the CCSS	All	PD Facilitator	All	10/10/2012	As Needed	Administrative Team
Building Rigor for the CCSS	All	PD Facilitator	All	10/24/2012	As Needed	Administrative Team
Students' Role in CCSS	All	PD Facilitator	All	11/14/2012	As Needed	Administrative Team
Designing Assessments Aligned to CCSS	All	PD Facilitator	All	12/5/2012	As Needed	Administrative Team
Frequent Formative Assessments for CCSS	All	PD Facilitator	All	1/23/2013	As Needed	Administrative Team
Next Steps for CCSS	All	PD Facilitator	All	2/6/2013	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	10/19/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	12/21/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	3/11/2013	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	5/29/2013	As Needed	Administrative Team

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide specific scientifically based supplemental science programs	Hands-on scientific equipment	Title I	$2,000.00

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			Subtotal: $2,000.00
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: $2,000.00

Writing Goals

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

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

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1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Challenges of working with students who come from low SES backgrounds.	1A.1. Teachers will receive training in practices that promote high student engagement and ensure that all teachers receive professional development related to effective instructional strategies in writing across the curriculum and implement strategies within the classroom. Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards Distribution of Building Engaged Schools by Gary Gordon Distribution of Research-Based Strategies by Ruby Payne and training Distribution of Hear Our Cry: Boys in Crisis and My Orange Duffel Bay Distribution of The Journey of Al and Gebra to the Land of Algebra	1A.1. English/LA Teachers Administrative Team Guidance Counselor Dept. Chairs Teachers Support Staff Paraprofessionals Literacy Leadership Team PLC Teams	1A.1. Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software	1A.1 District Assessments Writing Prompts FCAT results Portfolios
Writing Goal #1A: Ensure that each student in all sub groups is achieving proficiency (FCAT Level 4.0 or above) in writing	2012 Current Level of Performance:* This Alternative Education Program has no available data	2013 Expected Level of Performance:* Students will meet current state performance outcomes in writing For 8th grade (82%)					
			1A.2. The Alternative Education sites experience a high mobility rate impacting the stability of students' proficiency	1A.2. Teachers will receive training in practices that promote high student engagement and ensure that all teachers receive professional development related to effective instructional strategies in writing across the curriculum and implement strategies within the classroom Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	1A.2. English/LA Teachers Administrative Team Guidance Counselor Dept. Chairs Teachers Support Staff Paraprofessionals Literacy Leadership Team PLC Teams	1A.2. Track student growth using assessments and meet regularly as department teams to foster growth among all students using formative data; instructional technology: Compass Odyssey software	1A.2. District Assessments Writing Prompts FCAT results Portfolios
			1A.3. The majority of our students with disabilities are below grade level	1A.3. Teachers will receive training in practices that promote high student engagement and	1A.3. English/LA Teachers Administrative Team Guidance Counselor	1A.3. Ongoing monitoring of formative assessments and VSET teacher observations by	1A.3. District Assessments Writing Prompts FCAT results

			ensure that all teachers receive professional development related to effective instructional strategies in writing across the curriculum for SWDs and implement strategies within the classroom. Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards Provide specific scientifically	Dept. Chairs Teachers Support Staff Paraprofessionals Literacy Leadership Team PLC Teams	administrators; instructional technology: Compass Odyssey software	Portfolios
		1A4 Challenges of working with students with limited academic engagement which inhibits learning	1A4 Provide appropriate interventions and incentives to help ensure that students will improve their GPAs by .5 on a 4.0 scale	1A4 English/LA Teachers Administrative Team Guidance Counselor Dept. Chairs Teachers Support Staff Paraprofessionals Literacy Leadership Team PLC Teams	1A4 Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software	1A4 District Assessments Writing Prompts FCAT results Portfolios
		1A5 Many of the Alternative Education students have emotional or behavioral concerns which impede proficiency	1A5 Ensure that all teachers receive professional development related to effective behavioral strategies via RtI-B and the Why Try Program and implement strategies within the classroom. Review all Functional Behavioral Assessments (FBA): Behavioral Improvement Plans (BIP) and Academic Improvement Plans (AIP	1A5 English/LA Teachers Administrative Team Guidance Counselor Dept. Chairs Teachers Support Staff Paraprofessionals Literacy Leadership Team PLC Teams	1A5 Ongoing monitoring of formative assessments and VSET teacher observations by administrators; instructional technology: Compass Odyssey software	1A5 District Assessments Writing Prompts FCAT results Portfolios
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: NA	2012 Current Level of Performance:*					
	2013 Expected Level of Performance:*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
VSET Training	All	PD Facilitator	All	8/13/2012	As Needed	Administrative Team
Building Awareness of CCSS	All	PD Facilitator	All	8/28/2012	As Needed	Administrative Team
Training on VSET	All	PD Facilitator	All	9/21/2012	As Needed	Administrative Team
Deepening Awareness of CCSS	All	PD Facilitator	All	9/26/2012	As Needed	Administrative Team
Planning for the CCSS	All	PD Facilitator	All	10/10/2012	As Needed	Administrative Team
Building Rigor for te CCSS	All	PD Facilitator	All	10/24/2012	As Needed	Administrative Team
Students Role in CCSS	All	PD Facilitator	All	11/14/2012	As Needed	Administrative Team
Designing Assessments Aligned to CCSS	All	PD Facilitator	All	12/5/2012	As Needed	Administrative Team
Frequent Formative Assessments for CCSS	All	PD Facilitator	All	1/23/2013	As Needed	Administrative Team
Next Steps for CCSS	All	PD Facilitator	All	2/6/2013	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	10/19/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	12/21/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	3/11/2013	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	5/29/2013	As Needed	Administrative Team

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Writing Budget (Insert rows as needed)

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

Civics End-of-Course (EOC) Goals

* 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

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1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

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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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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. NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1.	2.1.	2.1.	2.1.	2.1.
			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 (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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U.S. History Budget (Insert rows as needed)

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

Attendance Goal(s)

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

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

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1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: **NA – Students who attend Riverview are place by Volusia County District Student Placement Committee due to a serious violation of the Student Code of Conduct and must attend this site successfully before being returned to their zoned school and therefore attendance issues are minimal.**	2012 Current Attendance Rate:* 2012 Current Number of Students with Excessive Absences (10 or more) 2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Attendance Rate:* 2013 Expected Number of Students with Excessive Absences (10 or more) 2013 Expected Number of Students with Excessive Tardies (10 or more)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
VSET Training	**All**	**PD Facilitator**	**All**	**8/13/2012**	**As Needed**	**Administrative Team**
Building Awareness of CCSS	**All**	**PD Facilitator**	**All**	**8/28/2012**	**As Needed**	**Administrative Team**
Training on VSET	**All**	**PD Facilitator**	**All**	**9/21/2012**	**As Needed**	**Administrative Team**

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Deepening Awareness of CCSS	All	PD Facilitator	All	9/26/2012	As Needed	Administrative Team
Planning for the CCSS	All	PD Facilitator	All	10/10/2012	As Needed	Administrative Team
Building Rigor for the CCSS	All	PD Facilitator	All	10/24/2012	As Needed	Administrative Team
Students' Role in CCSS	All	PD Facilitator	All	11/14/2012	As Needed	Administrative Team
Designing Assessments Aligned to CCSS	All	PD Facilitator	All	12/5/2012	As Needed	Administrative Team
Frequent Formative Assessments for CCSS	All	PD Facilitator	All	1/23/2013	As Needed	Administrative Team
Next Steps for CCSS	All	PD Facilitator	All	2/6/2013	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	10/19/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	12/21/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	3/11/2013	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	5/29/2013	As Needed	Administrative Team

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

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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:

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension	1.1. Challenges of working with students who come from low SES backgrounds	1.1. **Ensure that all teachers receive professional development related to effective instructional strategies and implement strategies within the classroom. Distribution of Building Engaged Schools by Gary Gordon Distribution of Research-Based Strategies by Ruby Payne and training Distribution of Hear Our Cry: Boys in Crisis and My Orange Duffel Bay Distribution of The Journey of Al and Gebra to the Land of Algebra**	1.1 **Administrative Team Dept. Chairs Teachers Support Staff Paraprofessionals PLC Teams** .	1.1. **Track student discipline/suspensions and meet regularly as department team; Behavioral Leadership Teams (BLT); MTSS teams; Problem Solving teams; and PLC teams. Use the MTSS/RtI Identification process to foster growth in positive behavior**	1.1. **Disciplinary browse, referrals, observations, student outcomes**

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Suspension Goal #1: There is no in-school suspension program. Out-of-school suspensions will Decrease within The Alternative Education Program by three percent (3%)							
	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	NA	NA					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	NA	NA					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	110	100					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	52	48					
			1.2. **Challenges of working with students with limited academic engagement which inhibits learning**	1.2. **Provide appropriate interventions and incentives to help ensure that students will improve their GPAs by .5 on a 4.0 scale**	1.2. **Administrative Team Dept. Chairs Teachers, Support Staff, Paraprofessionals PLC Teams**	1.2. **Disciplinary browse, referrals, observations, student outcomes**	1.2. **Disciplinary browse, referrals, observations, student outcomes**
			1.3. **Many of the Alternative Education students have emotional or behavioral**	1.3. **Ensure that all teachers receive professional development related to effective behavioral strategies via RtI-B and the Why Try Program and implement strategies within the classroom.** Review all Functional Behavioral Assessments (FBA): Behavioral Improvement Plans (BIP) and Academic Improvement Plans (AIP).**	1.3. **Administrative Team Dept. Chairman Teachers Support Staff Paraprofessionals PLC Teams**	1.3. **discipline/suspensions and meet regularly as department team; Behavioral Leadership Teams (BLT); MTSS teams; Problem Solving teams; and PLC teams. Use the MTSS/ RtI Identification process to foster growth in positive behavior.**	1.3. **Disciplinary browse, referrals, observations, student outcomes**

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Suspension Professional Development

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

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:

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: **NA**	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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

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			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:

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: **Increase parent involvement and participation in the Alterative Education Program**	**2012 Current Level of Parent Involvement:*** **Approximately 5% of parents are involved in school events**	**2013 Expected Level of Parent Involvement:*** **Parent participation will increase by 3**	1.1. **Challenges of working with parents who have transportation challenges**	1.1. **Ensure that parents have ample notification (per phone call and mail) for transition exit meetings and IEP meetings.** **Encourage parents to participate by phone conference**	1.1. **Administrators Guidance Counselors ESE Teachers General Education Teachers Placement Facilitator for orientation meetings Behavioral Specialist for ESE orientation**	1.1. **Track parent attendance at orientation and exit meetings**	1.1. **Parent Surveys in May 2012**

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			1.2.	1.2.	1.2.	1.2.	1.2.
						meetings.	
			Challenges of working with parents who are uninvolved with their student due to the nature of the Alternative Education Program	**Ensure that parents have ample notification (per hone call and mail) for transition exit meetings IEP meetings, and orientation meetings Encourage parents to participate by phone conference**	**Administrators Guidance Counselors ESE Teachers General Education Teachers Placement Facilitator for orientation meetings Behavioral Specialist for ESE orientation meetings**	**Track parent attendance at orientation and exit meetings**	**Parent Surveys in June 2012**
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
VSET Training	**All**	**PD Facilitator**	**All**	**8/13/2012**	**As Needed**	**Administrative Team**
Building Awareness of CCSS	**All**	**PD Facilitator**	**All**	**8/28/2012**	**As Needed**	**Administrative Team**
Training on VSET	**All**	**PD Facilitator**	**All**	**9/21/2012**	**As Needed**	**Administrative Team**
Deepening Awareness of CCSS	**All**	**PD Facilitator**	**All**	**9/26/2012**	**As Needed**	**Administrative Team**
Planning for the CCSS	**All**	**PD Facilitator**	**All**	**10/10/2012**	**As Needed**	**Administrative Team**
Building Rigor for CCSS	**All**	**PD Facilitator**	**All**	**10/24/2012**	**As Needed**	**Administrative Team**
Students Role in CCSS	**All**	**PD Facilitator**	**All**	**11/14/2012**	**As Needed**	**Administrative Team**
Designing Assessments Aligned to CCSS	**All**	**PD Facilitator**	**All**	**12/5/2012**	**As Needed**	**Administrative Team**
Frequent Formative	**All**	**PD**	**All**	**1/23/2013**	**As Needed**	**Administrative Team**

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Assessments for CCSS		Facilitator				
Next Steps for CCSS	All	PD Facilitator	All	2/6/2013	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	10/19/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	12/21/2012	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	3/11/2013	As Needed	Administrative Team
Literacy Leadership Team	All	Reading Coach	All	5/29/2013	As Needed	Administrative Team

Parent Involvement Budget

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

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			Subtotal:
			Total:

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

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

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

Career and Technical Education (CTE) Goal(s)

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

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CTE Goal #1: NA	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

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

Additional Goal(s)

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

<table>
<tr><td colspan="3">Additional Goal(s)</td><td colspan="5">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1. Additional Goal</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td></tr>
<tr><td rowspan="2">Additional Goal #1:

NA</td><td>2012 Current Level :*</td><td>2013 Expected Level :*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td colspan="2"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td></td><td colspan="2"></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

Additional Goals Professional Development

August 2012
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA						

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:

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $2,000.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total: $2,000.00
Science Budget	
	Total: $2,000.00
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: $6,000.00

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent
NA	NA	NA

Are you reward school? ☐ Yes   ☒ No

 (A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
2012-2013 School Advisory Council activities will revolve around greater communication with the membership with academic updates, budget updates, and principal/assistant pri **SIP goals. The SAC committee will receive updates on the training and implementation of the new Common Core State Standards as well as the new VSET evaluation of teachers.** **prevention. The SAC will also be provided a presentation on our Anti-Bullying Program. SAC will review the Compass Odyssey programs which is the primary delivery method o**

Describe the projected use of SAC funds.	Amount
Principal Incentive	**$200.00**

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