**Florida Department of Education**



School Improvement Plan (SIP)

for Juvenile Justice Education Programs

2015-2016

**2015-2016 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

|  |  |
| --- | --- |
| School Name: OIHH | District Name: Okeechobee |
| Principal: Darren Hotmire | Superintendent: Ken Kenworthy |
| SAC Chair: | Date of School Board Approval: |

**Student Achievement Data:**

Use data from the Common Assessment to complete reading and mathematics goals. Programs may include math data from the math assessment used in 2014-2015.

**Administrators**

List your school’s on-site administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2014-2015. The school may include the history of

Ambitious but Achievable Annual Measurable Objective (AMO) progress.

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| Position | Name | Degree(s)/  Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year. |
| Principal |  |  |  |  |  |
| Lead Educator | Darren Hotmire | MA/Secondary Education, English, Social Studies Reading Endorsement, ESOL, ESE certified | 6 | 1 | 14 students earned SafeStaff Certificates. 70% (21/30) made reading grade level gains on New Century Exit Assessments. Of 30 students tested, the average grade level gain was .7. In FCAT Writes 70% of students (6/8) students achieved a 3.0 or better. 100% achieved a 2.5 or better. |

**Instructional Coaches**

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2014-2015. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

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| Subject  Area | Name | Degree(s)/  Certification(s) | Number of Years at Current School | Number of Years as an  Instructional Coach | Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year. |
| Lead Educator | Darren Hotmire | MA/Secondary Education, English, Social Studies Reading Endorsement, ESOL, ESE certified | 5 | 1 | 14 students earned SafeStaff Certificates. 70% (21/30) made reading grade level gains on New Century Exit Assessments. Of 30 students tested, the average grade level gain was .7. In FCAT Writes 70% of students (6/8) students achieved a 3.0 or better. 100% achieved a 2.5 or better. |
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**Effective and Highly Effective Teachers**

List your school’s highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2014-2015. The school may include the history of AMO progress. ***Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor’s degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.***

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| Subject  Area | Name | Degree(s)/  Certification(s) | Number of Years at Current School | Number of Years as an  Instructional Teacher | Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress  along with the associated school year. |
| Reading/English/Business | Alicia Woodall | BA/Education Certified in Reading, English and Business | 1 | 11 | “Excel” Award for student for 3 year consecutive reading gains. 32/41 (78%) students made gains on Common Assessment in Reading |
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**Effective and Highly Effective Teachers**

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

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| --- | --- | --- | --- |
| Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable  (If not, please explain why) |
| 1. Reimburse college tuition for course work teachers must complet to be highly qualified | Dr. John Zeuli | On Going | Reimburse college tuition for course work teachers must complete to be highly qualified |
| 1. Reimbursement for all certification tests and certification renewals | Dr. John Zeuli | On Going | Reimbursement for all certification tests and certification renewals |
| 1. Salary increases for teachers who obtain highly qualified status in high need areas | Dr. John Zeuli | On Going | Salary increases for teachers who obtain highly qualified status in high need areas |

***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.

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

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| Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
| 1. James Steward | Mentoring from Effective Teacher  Contact with the Okeechobee County School board to ensure she is on track with certification  Complete items as identified on teachers Certificate of Eligibility within the course of the year. |

***Staff Demographics***

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

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

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| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | %  ESOL Endorsed  Teachers |
| 3 | 0% | 33% | 66% | 33% | 33% | 66% | 66% |  | 33% |

***Teacher Mentoring Program***

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

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| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
| Darren Hotmire | Steward James | Lead Teacher relationship | Informal/formal walkthrough observation monthly. Joint review and analysis of data with use of thinking maps to develop tactical and strategic improvements in the classroom setting and instruction delivery |
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***\*Grades 6-12 Only***- Sec. 1003.413 (2)(b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

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| All students’ reading abilities will be evaluated within 10 school days of entering the program. Students in need of assistance to improve their reading level will receive assistance along with having access to a wide range of vocabulary books. Assistance will be in form of specific coursework designed to improve students’ reading as well as structured reading accomplished during regular educational courses, including both vocational and academic courses. It is expected that teachers will provide reading activities in all classes in which students are enrolled in order to help students learn about their subject and to improve their overall reading performance. Teachers with assigned classes other than reading who are not reading endorsed will take at least one reading endorsement course per year until they obtain their reading endorsement. Content area course curriculum will be supplemented with reading comprehension activities using supplemental resources (e.g., edhelper.com). Student reading abilities will be evaluated using New Century Education (NCE), Florida Department of Juvenile Justice Common Assessment, Florida Ready to Work (WIN). NCE and Common Core assessments will be conducted upon entry and exit. FAIR and NCE assessments will be used to conduct progress monitoring. FAIR will be conducted three times during the school year. NCE progress is available continuously and will be checked monthly. Incentives will be provided to students earning progress on NCE.  Formal Components of the Reading Plan: Okeechobee Intensive Halfway House’s reading plan is designed to be in accord with Okeechobee County School District’s Reading Requirements for all students. Upon entering OIHH, students are administered New Century Reading Pre-test as well as other required state tests to determine a student’s reading proficiency. Other initial screening instruments are also used by teachers to determine a student’s proficiency and to adapt instruction accordingly, including the student’s prior FCAT reading scores, and other formal and informal teacher assessments. After students have completed the initial reading assessment they are expected to be enrolled continuously in intensive reading if they have not passed FCAT reading at grade levels as outlined in the Okeechobee County Reading Plan. The duration of time per day students are enrolled in intensive reading will be dependent on their fluency levels as indicated on a state or district score.  Overall, it is expected that students will spend at least 90 minutes per day reading in their intensive reading class or other courses. Reading in courses other than intensive reading must be included in teachers’ lesson plans in order to document that students are reading 90 minutes every day. Since some students spend the majority of their day enrolled in vocational courses, vocational instructors will also document reading in their classes, which is expected to be at least 45 minutes per day.  Administrative staff will support teachers’ efforts to improve reading at the OIHH and will provide teachers with the curriculum resources endorsed by the district’s reading plan used to improve students’ reading. Administrative staff will also help monitor students’ progress in reading. Student grades, New Century, WIN, and FAIR reading reports will be used as monitoring tools for reading progress.  Teachers will report progress monthly at treatment team meetings. Students not making monthly progress will receive reading goal revisions along with strategies adjusted to help them progress. In addition, the Diagnostic Assessments of Reading (DAR) test will also be available to reading teachers in order to diagnose problems for students that are not making progress. |

***\*High Schools Only***

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

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

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| OIHH offers career and vocational training in the Administrative Office Specialist and Building Technology Career Technical Programs. All students are enrolled in courses leading to OCPs and certification. 95 percent of students complete at least one course toward an OCP in one of the previously mentioned career and vocational areas. Additionally, Project based learning (PBL) activities include exploratory activities of careers associated with projects. SafeServe Food Handling and Florida Ready to Work, as funded, is incorporated into reading and vocational courses leading to additional industry certification. These programs make explicit connections between academic subjects and the students’ futures. Teachers contribute to student’s awareness by incorporating real world problems situations into content area classes |

How does the school incorporate students’ academic and career planning, as well as promote student course selections, so that students’ course of study is personally meaningful to their future?

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| All students meet with the lead teacher/counselor within 14 days of enrollment to develop an Individual Academic Plans or Individual Education Plans through a comprehensive evaluation of the student’s needs. Student, teacher, and parent input are used in developing IAP/IEPs and all student IAP/IEPs include goals and objectives in career planning. All students use career exploration tools like Bridges.com (Choices), Facts.Org, or employflorida.com. Students are enrolled and obtain certifications from Florida Ready to Work. All students are enrolled in one or more vocational courses leading to an OCP. Academically, all high school students have a four year graduation plan and take courses required to complete those requirements.  Academic education generally focuses on improvements in reading, mathematics, and writing. Students nonetheless earn high school credits in a wide range of academic courses. Academic teachers also supplement the curriculum with computer-based instruction. All students have access to a computer at least 6 hours per week. Students make use of computers for computer-assisted instruction, conducting research, career inventories, and to learn word processing skills. As mentioned, all students have access to career and vocational training.  OIHH also includes a Computer lab which offers students CTE training that focuses on WIN certifications, workplace focused math and literacy, employability skills, and PLATO and FLVS centered computer classes. Vocational and academic teachers also collaborate to teach reading and math across the curriculum areas. The academic teachers provide additional assistance in teaching applied vocational mathematics topics specific to the vocation trades. |

***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](http://data.fldoe.org/readiness/).

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| As the following link indicates, there is no data available for OIHH on the High School Feedback Report.  http://data.fldoe.org/readiness/default.cfm  However, students use New Century Education computer software that provides students with customized curriculum designed to address student weaknesses, fill gaps, and raise student Math and English skills. |

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

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| **Guiding Questions to Inform the Problem-Solving Process** |
| * Based on a comparison of 2013-14 common assessment data and 2014-15 common assessment data, what was the percent increase or decrease of students maintaining learning gains? * What percentage of students made learning gains? * What was the percent increase or decrease of students making learning gains? * What are the anticipated barriers to increasing the percentage of students making learning gains? * What strategies will be implemented to increase and maintain proficiency for these students? * What additional supplemental interventions/remediation will be provided for students not achieving learning gains? |

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

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| **READING GOALS** | | | **Problem-Solving Process to Increase Student Achievement** | | | | | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool |
| **1. Percentage of students making learning gains**  **in reading.**  Reading Goal #1: | | | * 1. Students average .9 grade levels behind their peers, and significantly lack vocabulary and reading skill levels of peers. | 1.1.Remediation using New Century Education’s targeted interactive lessons. Small group instruction in intensive reading classes. Heavy emphasis on content area reading instruction, and project based learning | 1.1. Ms. Woodall | 1.1 Monthly reports at individual student treatment team meetings. Analysis of monthly gains reports from new Century and progress monitoring using FAIR. | | * 1. 1.1. FAIR,   New Century, Common Assessment. |
| For 2015 New Century Education, 83% (25/30) percent of students will make gains on their Common Assessment scores. On NCE students will close the gap between actual and grade level expectations in reading skills during their residence at Okeechobee Intensive Halfway House. During a typical 9 month stay the students will gain 2.5 years or more on their reading grade level. | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| 32/41(71%) students testing on the Common Assessment made gains. 30/42 (71%) students testing on New Century Education made gains. The average NCE gain was 2.4 grades levels. | 85% (26/ 30)of students testing on the new common assessment will make gains. (26/30) 85% testing on New Century will make gains of 2.5 or more grade levels***.*** |
|  | | 1.2.  . Students are apathetic and do not see the value in performing to their best, especially on the exit test. | 1.2. Incentives for monthly gains and for exit testing. | 1.2. Ms. Woodall, reading coach | 1.2. Review of G4S School Report Card as students complete exit testing | | 1.2. G4s School Report Card |
| * 1. Students do not perform as well on state mandated assessments as they do on New Century | 1.3.Implement extended lessons once per week in math and reading  Incentives for time on task in state mandated assessments | 1.3. Ms. Woodall and Mr. James | 1.3. Review of lesson plans; FSA results | | 1.3. Lesson Plans/walkthrough evaluations. |

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| **2. Percentage of students passing the FSA ELA at Achievement Levels 3, 4, or 5.**  Reading Goal #2: | | | 1.1.1.1 Passing the FSA ELA is a barrier for our population which consists of mostly 8, 9th graders or higher level students who have previously struggled in classes. Students have had poor attendance and have gaps in basic skills | 1.1.1.1. Redesign the curriculum to exploit new assessment expectations rules and spread out Language Art instruction. Use New Century to fill skill gaps and focus classroom instruction. | 1.1.Ms. Woodall and Mr. James | 1.1. NCE Gains / 28 day treatment team progress evaluations and practice test results | * 1. FSA ELA scores |
| Prepare all students to pass the FSA ELA. 50% (5/10) or more of the students who take the FSA ELA will pass it. | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| 0% of students passed the FSA ELA at a level 3, 4, or 5 in the 2014-15 school year. | 30% (3/10) of students will pass the FSA ELA at a level 3 or above. |
|  | | * 1. Students are apathetic regarding taking the test | 1.2. Use reinforcements/incentives | 1.2. English teacher | 1.2. NCE Gains | 1.2. ELA FSA scores |
| 2.1.  Higher level material will be provided for students that are excelling in the classroom | 2.1.  Teacher | 1.2.  Progress monitoring by classroom teacher through formal and informal assessments and how students respond to instruction and/or intervention as needed | 1.2.  Unit Assessments  Formal/Informal Evaluations | 2.1.  Higher level material will be provided for students that are excelling in the classroom |

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| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020=21** |
| **3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2015-16** |  |  |  |  |  |  |
| Reading Goal #3 ***Enter narrative for the goal in this box.***  N/A | |

**Reading Professional Development**

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| **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**  Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic  and/or PLC Focus | Grade Level/Subject | PD Facilitator  and/or  PLC Leader | PD Participants  (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Literacy Conference | 6-12 | To be determined by district | Woodall | TBD | Observation of Classroom instruction | Mr. Hotmire |
| Monthly analysis of gains data compared to time on task in NCE reading | 6-12 | Hotmire | Woodall | Monthly Teacher in- services | Observation of Classroom instruction | Mr. Hotmire |
| PBL: Project Based Learning | 6-12 | CEASS Team in conjunction with Mr. Hotmire | Woodall | Monthly teacher in-services, observation of PBL presentations | Observation of Classroom instruction/PBL presentations | Mr. Hotmire, PBL Team Members |

**Reading Budget** (Insert rows as needed)

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| --- | --- | --- | --- |
| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| **Library books & other reading materials** | **High interest reading materials for school library, satellite library in dorm, and student check-out** | **School budget** | $1000 |
| **Reading texts aligned with district core and supplementary approved material** | **Impact readers and other approved reading materials (including hi/lo books)** | **Instructional Materials** | $2,000 |
|  |  |  | **Subtotal: 3,000** |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| **Focus on needed areas of remediation, such as reading comprehension, inference, and vocabulary** | **Plato resource for individuals, FLVS opportunities; Renewal & maintenance of existing licenses.** | **Title I** | 3,000 |
| **Florida Ready to Work software in reading** | **Students will work on reading improvement using Florida Ready to Work reading software so that they may earn a industry-recognized work certification.** | **Title 1** |  |
| **Subtotal:3,000** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| **Enroll content area teachers in reading courses** |  |  | 300 |
| New Century and Florida Ready to Work Training | **State, district, and IRSC reading classes** | **Professional Development Budget** | 500 |
|  |  |  | **Subtotal :800** |
| Other | | | |  | **Title 1** |
| Strategy | | | |
|  | Description of Resources | Funding Source | Available Amount |
| **Grand Total: 6,800** |  |  |  |
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*End of Reading Goals*

**Mathematics Goals**

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

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| **Guiding Questions to Inform the Problem-Solving Process** |
| * Based on a comparison of 2013-14 common assessment data and 2014-15 common assessment data, what was the percent increase or decrease of students maintaining learning gains? * What percentage of students made learning gains? * What was the percent increase or decrease of students making learning gains? * What are the anticipated barriers to increasing the percentage of students making learning gains? * What strategies will be implemented to increase and maintain proficiency for these students? * What additional supplemental interventions/remediation will be provided for students not achieving learning gains? |

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

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| **MATHEMATICS GOALS** | | | **Problem-Solving Process to Increase Student Achievement** | | | | | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool |
| **1. Percentage of students making learning gains in mathematics.**  Mathematics Goal #1: | | | 1.1. Many of OIHH students have had poor attendance and have skill gaps in basic skills (multiplication) or precursor skills like working with fractions or decimals | 1.1. Use progress incentives with New Century Education and supplement with individual tutoring. | 1.1. Math teacher | 1.1. Monthly reports at formal educational treatment team meetings detailing student progress in mathematics | | 1.1. New Century education gains in mathematics as well as New Century Education post-test in mathematics |
| Students will be expected to make gains to close the gap between actual and grade level expectations in mathematical knowledge and skills. During a youth’s residence at OIHH, which typically lasts 9 months, we expect a 1.5 grade level increase. | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| 4 of 5 (80%) students testing on the Common Assessment made gains. 32 of 41 (83%) students testing on New Century Education made gains. The average NCE gain was 2.0 grades levels. | 83% (25/ 30) of students testing on the new common assessment will make gains. (26/30) 85% testing on New Century will make gains of 2.0 or more grade levels. |
|  | | * 1. Many OIHH students work toward GEDs. These students typically are not motivated to pass the Pre/posttests or EOCs since the GED does not require passing it. | * 1. Use New Century and supplement with small group study to remediate on basic skills while teaching Algebra 1 and Geometry EOC content, particularly for those students seek   2. ing a standard diploma. | 1.2. Math teacher | 1.2. **Evaluation of students’ progress on the EOC exams as well as the GED math exams.** | | 1.2. EOC and GED scores compared to progress data. |
| 1.3  **Students are typically unfamiliar with the kind of math problems they will face in the world of work.** | 1.3.  **Supplement instruction with WIN software. Also include real world math problems in vocational classes.** | 1.3. Math teacher | 1.3. WIN gains reports as well as WIN pre/post data. Vocational Instructor feedback. | | 1.3. Florida Ready to work Certifications issued. |

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| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target | | **2015-16** | **2016-17** | **2017-18** | **2018-2019** | **2019-20** | **2020-21** |
| **2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2014-15** |  |  |  |  |  |  |
| Mathematics Goal #2:  NA | |

**Algebra End-of-Course (EOC) Goals**

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

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| **Algebra I 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 score at least Achievement Level 3 in Algebra.** | | | | 1.1 Passing Algebra 1 EOC is the most difficult barrier to graduation for our population which consists of mostly 8, 9th graders or higher level students who have previously failed an Algebra course. .Students have had poor attendance and have gaps in basic skills | 1.1. Redesign the curriculum to exploit new graduation rules and spread out Algebra one instruction. Use New Century to fill skill gaps and focus classroom instruction on Linear Algebra | 1.1. Math teacher | 1.1. NCE Gains / 28 day treatment team progress evaluations and practice test results | * 1. EOC scores | |
| Algebra I Goal #1:  Prepare all students to pass the Algebra 1 EOC. 50% (5/10) or more of the students who take the EOC at OIHH will pass it. | | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| 25% (0 of 4) scored a level 2. One student passed with a level 3 or higher. | 30% (3/10)or higher level 3 passing rate on the Algebra 1 EOC. |
| * 1. Students are apathetic regarding taking the test   2. Students do not have good test taking skills | | * 1. Students are apathetic regarding taking the test | 1.2. Use reinforcements/incentives | 1.2. Math teacher | 1.2. NCE Gains | 1.2. EOC scores | |
| * 1. Students do not have good test taking skills | 1.3. Use released tests in “prep” classes | 1.3. Math teacher | 1.3. Student progress. Successively improve practice test results. | 1.3. EOC scores | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool | |
| **2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.** | | | | 2.1. Most students complete some portion of the class at a different school. No students have scored greater than a 3. | 2.1. Use peer to peer teaching from students in more advanced classes. | 2.1.. Math teacher | 2.1. Students demonstrating success will be given supplemental activities assisted by more advanced students while the math teacher focuses on struggling students. | 2.1. EOC scores | |
| Algebra I Goal #2:  Prepare all students to pass the Algebra 1 EOC. 50% or more of the students who take the EOC at OIHH will pass it. | | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| 0 Percent (0 of 8) scored over a 3. | One or more students 1/10 (10%) will score 4 or 5 on the EOC. |
|  | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target | | | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| **3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2014-15** | | |  |  |  |  |  |  |
| Algebra I Goal #3:  NA  ***.*** | | | |

**Algebra End-of-Course (EOC) Goals**

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

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| **Algebra II 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 score at least Achievement Level 3 in Algebra II.** | | | | 1.1. Students requiring the geometry EOC at OIHH either completed some or their entire Geometry course at another school and most likely had attendance gaps causing them to miss valuable information. | * 1. Students will be given diagnostic testing and individual academic prescription based on their pretest results. | 1.1. Math Teacher | 1.1. Monthly Review of Progress | 1.1. File review | |
| AlgebraII Goal #1:  Algebra II is rarely completed at OIHH due to enrollment demographics (age, grade) and academic progression, and length of stay (less than 9 months). Most of our students get stuck in Algebra 1. Students will be given diagnostic testing and individual academic prescription based on their pretest results. | | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| No students tested for the Algebra II EOC. | EOC scored 50% (1 of 2) will pass the Algebra II exam. |
|  | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool | |
| **2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.** | | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | |
| Algebra II Goal #2:  N/A | | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| ***Enter numerical data for current level of performance in this box.*** | ***Enter numerical data for expected level of performance in this box.*** |
|  | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target | | | | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| **3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2014-15** | | |  |  |  |  |  |  |
| Algebra II Goal #3:  N/A***.*** | | | |

*End of Algebra EOC Goals*

**Geometry End-of-Course Goals**

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Geometry EOC Goals** | | | **Problem-Solving Process to Increase Student Achievement** | | | | | | | | | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | | Strategy | | Person or Position Responsible for Monitoring | | | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool | |
| **1. Students score at Achievement Level 3 in Geometry.** | | | 1.1. Students requiring the geometry EOC at OIHH either completed some or their entire Geometry course at another school and most likely had attendance gaps causing them to miss valuable information. | | * 1. Students will be given diagnostic testing and individual academic prescription based on their pretest results. | | 1.1. Math Teacher | | | 1.1. Monthly Review of Progress | 1.1. File review | |
| Geometry Goal #1:  Geometry is rarely completed at OIHH due to enrollment demographics (age, grade) and academic progression, and length of stay (less than 9 months). Most of our students get stuck in Algebra 1. In the future it is likely we will have some students in Geometry or who have failed their initial Geometry EOC. Students will be given diagnostic testing and individual academic prescription based on their pretest results. | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| No students tested for the Geometry EOC. | EOC scored 50% (1 of 2) will pass the geometry exam. |
|  | | 1.2. | | 1.2. | | 1.2. | | | 1.2. | 1.2. | |
| 1.3. | | 1.3. | | 1.3. | | | 1.3. | 1.3. | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | | Strategy | | Person or Position Responsible for Monitoring | | | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool | |
| **2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.** | | | 2.1. | | 2.1. | | 2.1. | | | 2.1. | 2.1. | |
| Geometry Goal #2:  N/A | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
|  |  |
|  | | 2.2. | | 2.2. | | 2.2. | | | 2.2. | 2.2. | |
| 2.3 | | 2.3 | | 2.3 | | | 2.3 | 2.3 | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | | **2015-16** | | **2016-17** | | **2017-18** | | | **2018-19** | **2019-20** | **2020-21** |
| **3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | **Baseline data 2014-2015** | | |  | |  | |  |  | |  |  |
| Geometry Goal #3:  N/A | | |  | |  | |  | | |  |

**Mathematics Professional Development**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**  Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic  and/or PLC Focus | Grade Level/Subject | PD Facilitator  and/or  PLC Leader | PD Participants  (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Teacher Training | 6-12 | CEASS Team in conjunction with Mr. Hotmire | James | TBD | Observation of Classroom instruction | Mr. Hotmire |
| Monthly analysis of gains data compared to time on task in NCE reading | 6-12 | Hotmire | James | Monthly Teacher in- services | Observation of Classroom instruction | Mr. Hotmire |
| PBL: Project Based Learning | 6-12 | CEASS Team in conjunction with Mr. Hotmire | James | Monthly teacher inservices, observation of PBL presentations | Observation of Classroom instruction/PBL presentations | Mr. Hotmire, PBL Team Members |

*End of Geometry EOC Goals*

**Mathematics Budget**

|  |  |  |  |
| --- | --- | --- | --- |
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
|  |  |  |  |
|  |  |  |  |
| **Subtotal:** | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Annual New Century Licenses | 12 month licenses | Title 1 | $2,700 |
| Reflex math | 12 Month license | Title 1 | $1,200 |
| **Subtotal:3,900** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| New Century and Florida Ready to Work Training | Training hours purchased through NCE. State provided training on WIN. | Dr. Zeuli | 1,000 |
|  |  |  |  |
| **Subtotal:500** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Incentives for Gains | Edible incentives | Budget | $500 |
| **Grand Total:4,900** | | | |

*End of Mathematics Goals*

**Biology End-of-Course (EOC) Goals**

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Biology EOC Goals** | | | **Problem-Solving Process to Increase Student Achievement** | | | | | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool |
| **1. Students score at Achievement Level 3 in Biology.** | | | 1.1.Most students arrive  at OIHH with few science credits. Many have been out  of school for extended periods. They are not  accustomed to the rigorous study that the Biology EOC  exam requires. | 1.1. Assure that teachers are  following all state and  district guidelines for  Biology and are given the  needed preparation to pass  the EOC exam. | 1.1.. Principal,  Science Teacher | 1.1. Assuring all Biology EOC  testers have needed study  materials and instruction  needed to pass the exam. | | 1.1.. Biology EOC exam |
| Biology Goal #1:  50% of students taking the Biology EOC will pass in order to earn a science credit in Biology. We do not anticipate a large number of students to take the exam(perhaps1-3 students) | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| 0 students took the Biology EOC in 2014-2015 | 50% (2) of students took the Biology EOC will pass |
|  | | 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.** | | | 2. 1. Students in a DJJ  program are often  distracted from meeting  their goals in education. | 2.1. These students will have  access to Virtual School  Biology courses, if available,  so that they can be in smaller  classes with an instructor  focused on them learning | 2.1 .Vice Principal | 2.1 .Access to Virtual School  and all course materials | | 2.1.Biology EOC exam |
| Biology Goal #2:  100% of students taking the biology EOC will pass in order to earn a science credit in biology. We do not anticipate a large number of Achievement 4 and 5 students will take the exam (perhaps 1-2 students Biology EOC in 2012-2013). | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| No Data available | 100% (1) of students will pass the Biology EOC exam. |
|  | | 2.1.  Higher level material will be provided for students that are excelling in the classroom | 2.1.  Teacher | 1.2.  Progress monitoring by classroom teacher through formal and informal assessments and how students respond to instruction and/or intervention as needed | 1.2.  Unit Assessments  Formal/Informal Evaluations | | 2.1.  Higher level material will be provided for students that are excelling in the classroom |
| 2.3 | 2.3 | 2.3 | 2.3 | | 2.3 |

**FCAT Science Exam Goals (8th Grade Only)**

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FCAT 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. Students score at Achievement Level 3 on the FCAT Science Exam.** | | | * 1. Students average up to 2 grade levels behind their peers, having learning gaps and lacking content vocabulary and basic science knowledge background. | 1.1. Remediation using Penda Learning’s targeted interactive lessons. Small group instruction in intensive reading classes. Heavy emphasis on content area reading instruction, and project based learning | 1.1. Mr. James | 1.1. Monthly reports at formal educational treatment team meetings detailing student progress in science | | 1.1.FCAT Assessment |
| Science Goal #1:  50% of students taking the FCAT Science Assessment will pass with a level 3 or better. | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| No Data Available | 3 of 6 (50%) of students taking the FCAT Science Exam will pass with a level 3 or better. |
|  | | 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 on the Science Exam.** | | | 1.1 Students average up to 2 grade levels behind their peers, having learning gaps and lacking content vocabulary and basic science knowledge background | 1.1. Remediation using Penda Learning’s targeted interactive lessons. Small group instruction in intensive reading classes. Heavy emphasis on content area reading instruction, and project based learning | 1.1. Mr. James | 1.1. Monthly reports at formal educational treatment team meetings detailing student progress in science | | 1.1. FCAT Assssment |
| Science Goal #2:  Prepare all students to pass the Algebra 1 EOC. 50% or more of the students who take the EOC at OIHH will pass it. | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| 0 Percent (0 of 8) scored over a 3. | One or more students 1/10 (10%) will score 4 or 5 on the EOC. |
|  | | 2.1.  Higher level material will be provided for students that are excelling in the classroom | 2.1.  Teacher | 1.2.  Progress monitoring by classroom teacher through formal and informal assessments and how students respond to instruction and/or intervention as needed | 1.2.  Unit Assessments  Formal/Informal Evaluations | | 2.1.  Higher level material will be provided for students that are excelling in the classroom |
| 2.3 | 2.3 | 2.3 | 2.3 | | 2.3 |

**Science Professional Development**

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

**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 |
| Purchase updated integrated Science texts | **PEARSON PRENTICE HALL** CONCEPTUAL INTEGRATED SCIENCE: EXPLORATIONS, 2012/1ST FL ed. | School Budget | $1500 |
|  |  |  |  |
| **Subtotal:1500** | | | |
| 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:1500** | | | |

*End of Science Goals*

**Civics End-of-Course (EOC) Goals (Middle School Students Only)**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Civics EOC Goals** | | | **Problem-Solving Process to Increase Student Achievement** | | | | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool |
| **1. Students score at Achievement Level 3 in Civics.** | | | 1.1. Middle students in OIHH tend to be far behind their peer group. They sometimes see school as hopeless and plan on getting a GED. | 1.1. We are using the same texts used by the county, and have a teacher who is expecting to obtain his certification in Social Studies this year. | 1.1. Mr. James | 1.1. Review of progress for students enrolled every 2 weeks for treatment teams (formal/informal) | 1.1. Teacher observation |
| Civics Goal #1:  100% of students taking the Civics EOC will pass in order to earn a science credit in biology. We do not anticipate a large number of students will take the exam this year (perhaps 1-2 students will take Civics EOC in 2015-2016). | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| 1 Student took the Civics EOC. 0% of these passed 0/1 | We anticipate 2 7th graders this year; we expect 50 percent passing 1/2. |
|  | | 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.Students are over-age for middle school and typically have not been attending school regularly. Therefore they are unprepared for the rigorous content associated with the course and exam. | 1.1. Provide instructional  materials and support  course | 1.1. Social Studies  teacher | 1.1. Successful  completion of the Civics | 1.1. Civics EOC |
| Civics Goal #2:   |  | | --- | | OIHH does not often | | | enroll middle school | | students since the  program is designed for  students 16-18 year olds.  In the event that the | | school enrolls an | | Achievement level 4 or 5 | | middle school student, he | | will be required to take  the Civics course and  exam. Our goal is that  100% of students who  take the exam pass it. | | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| No Data Available | to pass the course and the exam. |
|  | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

**Civics Professional Development**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**  Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic  and/or PLC Focus | Grade Level/Subject | PD Facilitator  and/or  PLC Leader | PD Participants  (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| EOC test  preparations | 9-12 U.S.  History | Social  Studies  District  Coordinator | Social Studies Teacher | 12/13 | Professional Dvlp  Meetings/Teacher Observations | Mr. Hotmire |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**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:0** | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
|  |  |  |  |
| **Subtotal:0** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| District Meetings | Trainings put on by the district designed to facilitate the strengthening of EOC scores | Professional Development Budget | 100 |
|  |  |  |  |
| **Subtotal:0** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
| **Subtotal:0** | | | |
| **Total:100** | | | |

*End of Civics Goals*

**U.S. History End-of-Course (EOC) Goals**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **U.S. History EOC Goals** | | | **Problem-Solving Process to Increase Student Achievement** | | | | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool |
| **1. Students scoring at Achievement Level 3 in U.S. History.** | | | 1.1. Differentiated classroom instruction with multiple grades/social studies courses being taught may distract student focus and do not permit in-depth coverage of topics | 1.1. Supplemental workbooks and homework assignments. | 1.1. Dria James | 1.1. Summative exams with analysis of results and prescriptive assignments to ensure complete topic coverage. | 1.1. Summative exams |
| **U.S. History** Goal #1:  We anticipate that few students  will take the test this year. 50  percent (1 of 2) of all students  taking the U.S. History EOC  will pass. | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| The one student who took the U.S. History EOC, earned a level 1 on the exam (0/1). | One or two students may require US History to meet graduation requirements. |
|  | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool |
| **2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.** | | | 2.1. Students may not  realize that U.S. History  classes require a high  stakes test since many  have been out of school for extended periods. | 2.1. Explain to students the  new requirements and provide  curriculum materials and  pedagogy that will assist them to pass the test. | 2.I.Dria James, Teacher | 2.1. Assuring all U.S. Hisotry  EOC testers have needed  study materials and  instruction needed to pass the exam. | 2.1. U.S. History 1 OC exam |
| **U.S. History** Goal #2:  100 % of students taking  the U.S History EOC will  pass. We do not anticipate  a large number of  Achievement 4 and 5  students will take the exam  (perhaps 1-2 students, if  any)  ***Enter narrative for the goal in this box.*** | 2015 Current Level of Performance:\* | 2016 Expected Level of Performance:\* |
| No Data  Available | 100 percent (1) of  student(s) will  pass the U.S.  History EOC |
|  | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

**U.S. History Professional Development**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| District Meetings | Trainings put on by the district designed to facilitate the strengthening of EOC scores | Professional Development Budget | 100 |
|  |  |  |  |
| **Subtotal:100** | | | |
| 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:100** | | | |

*End of U.S. History Goals*

**Career Education Goals**

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

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

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CAREER EDUCATION GOAL(S)** | | | **Problem-Solving Process to Increase Student Achievement** | | | | | |
| Based on the analysis of school data, identify and define  areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool |
| **1. Career Education Goal** | | | 1.1. Students must complete 2 semesters to earn an OCP. In a 6 – 9 month program students often leave after one semester. HBI programs need at least 6 months to fill the requirements of the pre-apprentice certificate. | 1.1. Timely evaluation of transcripts and placement in the appropriate CTE courses | 1.1. Ms. Woodall | 1.1. Track OCP points and certifications issued | | 1.1. Program Report Card |
| OIHH is a type 2 career program with CTE programs in administrative office assistants. Students have the opportunity to earn Ready to Work , WIN, and SafeServe Food Handler certifications. Industry certification: 80% will earn at least | 2015 Current Level :\* | 2016 Expected Level :\* |
| Last year 2 of 30 students (7%) earned OCP “A”in a CTE program. 31 CTE credits were earned. | 15/30 50% of students who graduate will earn an OCP. |
|  | | * 1. Programs offered to students are limited at present, with the departure of HBI. | 1.2. Apply for grant to have Ctech OCP program initiated in the program. | 1.2. Ms. Woodall; Mr. Hotmire | 1.2. Track OCP points and certifications used. | | 1.2. program report card |
| * 1. Students are not aware and do not understand the value of a Ready to Work Certificate. Also, while students are using the WIN training software, OIHH is waiting to be designated a test center. | 1.2. Follow up with DJJ and WIN on OIHH computer lab/ testing center. Explain the Ready to Work Program to Students on Intake. Incorporate WIN software as appropriate in Reading and math courses. | 1.2. Ms. Woodall | 1.2. Review of common assessment and WIN test results | | 1.2. Common assessment and WIN. |

**Career Education Professional Development**

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

**Career Education Goal(s) Budget** (Insert rows as needed)

|  |  |  |  |
| --- | --- | --- | --- |
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Certiport Windows CTE | Certiport Tests online | Title 1 | 1500 |
|  |  |  |  |
| **Subtotal:1500** | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
|  |  |  |  |
|  |  |  |  |
| **Subtotal:300** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
|  |  |  |  |
|  |  |  |  |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Ready to Work Test Center | WIN Certification Tests on-line | Provided by DJJ | No Cost |
|  |  |  |  |
| **Grand Total:** | | | |

*End of Career Education Goal(s)*

**Transition Goal(s)**

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

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

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TRANSITION GOAL(S)** | | | **Problem-Solving Process to Increase Student Achievement** | | | | | |
| Based on the analysis of school data, identify and define  areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool |
| **1. Transition Goal** | | | 1.1. Students tend to throw away anything program related when they walk out the gate. Often what doesn’t get thrown away becomes lost. | 1.1. Provide the students a resource and teach them how to use it. Also, send copies to District Transition Coordinators 3-5 days before exit | Lead Teacher and Business Teacher | 1.1**. Reviews of transition, exit conference reports. Evaluation of student portfolios.** | | 1.1. **Transition plans; Student portfolios; phone calls to follow-up on Student’s successful reentry to their home communities.** |
| All students will have a transition plan in place prior to exiting the program that identifies next school placement, recommended places of employment, and long term educational goals. Each student will build and maintain a transition portfolio with sample employment applications, resumes, and samples of their work, etc. | 2015 Current Level :\* | 2016 Expected Level :\* |
| 100% (30/30) of students completing the program had a transition plan identifying education and employment goals. 40% had transition portfolios | 100% (30/30)of students completing the program will have a portfolio containing a transition plan and an employment portfolio required to meet their education and employment needs. |
|  | | * 1. Students have no form of identification and limited transportation | 1.2. Completion of ADAPT will allow the students to take their learners permit test. | 1.2. Business Teacher | 1.2. **Monitor the number of students who either take the ADAPT course or receive the birth certificate** | | 1.2 **Transition plans; Student portfolios; phone calls to follow-up on Student’s successful reentry to their home communities.** |
| 1.3. | 1.3. | 1.3. | 1.3. | | 1.3. |

**Transition Professional Development**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**  Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic  and/or PLC Focus | Grade Level/Subject | PD Facilitator  and/or  PLC Leader | PD Participants  (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| District guidance Meetings | 6-12 | Okeechobee county | Darren Hotmire | 1st Friday of every month | Disseminate information in Weekly Teacher Meetings | Darren Hotmire |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Transition Budget** (Insert rows as needed)

|  |  |  |  |
| --- | --- | --- | --- |
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide students job hunting portfolios | Binders, paper, printing | General Budget/Title 1 | $500 |
|  |  |  |  |
|  |  |  |  |
| **Subtotal:500** | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Utilize internet to access ADAPT Exam | Desktop Computers with Insight and Deep Freeze Software | General Budget | $150 |
| Utilize FLVS to Drivers Ed | Desktop Computers with Insight and Deep Freeze Software | General Budget | $150 |
| **Subtotal:150** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Guidance Counselor attends district meetings | District meeting lead by District Guidance Personnel | Professional Development | No cost. |
|  |  |  |  |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
|  |  |  |  |
|  |  |  |  |
| **Grand Total:650** | | | |

*End of Transition Goal(s)*

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

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

|  |
| --- |
| **Guiding Questions to Inform the Problem-Solving Process** |
| * What was the attendance rate for 2013-2014? * How many students had excessive absences (10 or more) during the 2014-2015 school year? * What are the anticipated barriers to decreasing the number of students with excessive absences? * What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2014-2015? * How many students had excessive tardies (10 or more) during the 2014-2015 school year? * What are the anticipated barriers to decreasing the number of students with excessive tardies? * What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2014-2015? |

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ATTENDANCE GOAL(S)** | | | **Problem-solving Process to Increase Attendance** | | | | | |
| Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | | Process Used to Determine Effectiveness of  Strategy | Evaluation Tool |
| **1. Attendance Goal # 1** | | | 1.1. | 1.1. | 1.1. | 1.1. | | 1.1. |
| ***Enter narrative for the goal in this box.*** | 2015 Current Attendance Rate:\* | 2016 Expected Attendance Rate:\* |
| ***Enter numerical data for current attendance rate in this box.*** | ***Enter numerical data for expected attendance rate in this box.*** |
| 2015 Current Number of Students with Excessive Absences  (10 or more) | 2016 Expected Number of Students with Excessive Absences  (10 or more) |
| ***Enter numerical data for current number of absences in this box*** | ***Enter numerical data for expected number of absences in this box.*** |
| 2015 Current Number of Students with Excessive Tardies (10 or more) | 2016 Expected Number of  Students with Excessive Tardies  (10 or more) |
| ***Enter numerical data for current number of students tardy in this box.*** | ***Enter numerical data for expected number of students tardy in this box.*** |
|  | | 1.2. | 1.2. | 1.2. | 1.2. | | 1.2. |
| 1.3. | 1.3. | 1.3. | 1.3. | | 1.3. |

**Attendance Professional Development**

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

**Attendance Budget** (Insert rows as needed)

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

*End of Attendance Goals*

**Final Budget** (Insert rows as needed)

|  |
| --- |
| Please provide the total budget from each section. |
| **Reading Budget** |
| **Total:6800** |
| **Mathematics Budget** |
| **Total:4900** |
| **Science Budget** |
| **Total:1500** |
| **Civics Budget** |
| **Total:100** |
| **U.S. History Budget** |
| **Total:100** |
| **Career Budget** |
| **Total:1800** |
| **Transition Budget** |
| **Total:650** |
| **Attendance Budget** |
| **Total:14,150** |
|  |
| **Grand Total:15,850** |

**School Advisory Council**

*School Advisory Council (SAC) Membership Compliance*

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

Yes XNo

|  |
| --- |
| If No, describe measures being taken to comply with SAC requirement. |
| Our population is in constant flux and parent involvement is indicative of why our students are at our alternative school. We meet all elements except ethnic ratios. |

|  |  |
| --- | --- |
| Describe projected use of SAC funds. | Amount |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| Describe the activities of the School Advisory Council for the upcoming year. |
|  |