

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: DESOTO CONNECTIONS

District Name: DeSoto

Principal: Daniel L. Dubbert

SAC Chair: Rhonda Mixon

Superintendent: Adrian H. Cline

Date of School Board Approval:

Last Modified on: 9/28/2011

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: 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 Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	DanielDubbert	M.A. Ed	2	16	NA

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
No data submitted					

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	DeSoto Connections will work with HR office and Office of Instructional Services to attract and supply PD for teachers	D.L. Dubbert	8/15/11	One teacher assigned to instruction not highly qualified in all subject areas
2	On line PD will be investigated	D.L. Dubbert	August 2011-- June 2012	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Meredith Shattuck Kecken	Ed. Leadership English 6-12 ESOL Endorsed MGIC 5-9 Reading Endorsed ESE-VE K-12	All subject areas 9-12	HR and Instructional Services PD supplied for teacher.
	Ed. Leadership English 6-12 ESOL Endorsed MGIC 5-9 Reading Endorsed ESE-VE K-12		

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
1	0.0%(0)	0.0%(0)	0.0%(0)	100.0%(1)	100.0%(1)	0.0%(0)	100.0%(1)	0.0%(0)	100.0%(1)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
NA			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

This program is partially supported through the use of Neglected and Delinquent funds.

Title II

Title III

Title X- Homeless

Any student identified as Homeless will receive appropriate assistance allowed by law through the Title X Homeless program.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Students will receive guidance and instruction regarding bullying, harrassment, and dating violence.

Nutrition Programs

Any student who qualifies will receive free or reduced lunch through the National School Lunch Program.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Teacher, Principal, Guidance Counselor, Graduation Coach, ESE will lead the school-based RtI Leadership Team

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

The team for DeSoto Connections will coordinate with DeSoto High School (DHS)through the Graduation Coach as a liaison.

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

The Teacher, Principal, Graduation Coach, and Guidance Counselor monitor student progress weekly regarding academic improvement and progress and behavior issues. Constant contact is maintained with parents on academic, attendance, and behavior issues.

RTI 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.

Genesis, Teacher observation and records, student classwork, FAIR, FCAT data, and discipline records will be used to summarize data at each tier for reading, math, science, writing, and behavior.

Describe the plan to train staff on RTI.

The DeSoto Connections teacher is the former District RTI Coordinator. She is fully trained and receives regular educational updates.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal, Teacher, Graduation Coach will be the foundation of the Literacy Team

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Team will focus on remediation methods to help students in preparation of FCAT retakes.

What will be the major initiatives of the LLT this year?

Development of Literacy Circles. Focus on Preparation for FCAT Reading

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

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?

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 [School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	The number of students achieving a reading level 3 will increase 15% or one student.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
14%(1)	29% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this program have attendance and personal issues that sometimes take them away from their academics	Continuous student and home contact will be implemented along with individual student goal setting. Individualized instruction when appropriate.	Principal, Teacher, Graduation Coach, Guidance Counselor	Communication log, attendance record, monitoring of student academic progress. Frequency of meetings with Graduation Coach and Guidance Counselor.	Communication log information, attendance records, course credit certificate awarded. State assessments. Progress Monitoring. Academic history review. instruments.
2	Students in this program have a low reading ability (5 of 7 were level one in 2011)	Intensive 90 minute reading block will be incorporated along with Literacy Circles and anticipated peer tutoring, Continued parent contact for absences will be conducted	Principal, Teacher, Literacy Team	FAIR testing, individual progress monitoring, Monitoring of attendance patterns	FAIR, Teacher observation, Literacy Team Review
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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	Continued monitoring of students will be performed through teacher observation
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
13% (2)	20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	This program is a drop out prevention where students struggle with personal issues and try to maintain an academic schedule	Teacher and administration will communicate with parents and students to maintain consistent attendance and focus	Teacher, principal	Attendance records and course completion	Attendance Records, Course completion certificate

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:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	Student will show continued progress in reading gains.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
57%(3)	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	This program is a drop out prevention program where students must meet demands of their personal life and mix it with academics	Constant communication is important between the teacher, student and parent to monitor attendance and academic progress	Teacher, Principal	Attendance records, communication logs, academic progress	Attendance records, end of course certificates

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:

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	Students in lowest 25% will continue to show progress in reading gains.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
0-0%	0-0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	This program is a drop out prevention program where students must struggle with personal issues while trying to maintain good attendance and focus on academics	Constant communication between teacher, student, and parents is essential for student success	Teacher, Principal	Daily attendance monitoring, teacher/parent communications	Attendance records, communication log, and of course certificate earned

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	Student subgroups not making AYP will show positive trend toward progress of meeting AYP
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Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
0-0%	0-0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	This program is a drop out prevention initiative. many students will have personal issues that create a challenge to maintain attendance and focus	Constant communication with students and parents will be maintained	Teacher, Principal	daily attendance, Communication log	End of course certificates

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:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	
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Reading Goal #5C: Students with Disabilities (SWD)				
2011 Current Level of Performance: *		2012 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading	
Reading Goal #5D:	

Reading Goal #5D: Economically Disadvantaged				
2011 Current Level of Performance: *		2012 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Study of at risk students and risk factors	Grade 9-12	Principal	Connections teacher	ongoing meetings during planning and after student hours	Attendance and academic progress in earning credits	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Mathematics Goals

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

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:

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	The number of students achieving a math level 3 will increase to 20% or one student.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
20% (3)	25% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this program have attendance and personal issues that sometimes take them away from their academics	Continuous student and home contact will be implemented along with individual student goal setting. Individualized instruction when appropriate.	Principal, Teacher, Graduation Coach, Guidance Counselor	Communication log, attendance record, monitoring of student academic progress. Frequency of meetings with Graduation Coach and Guidance Counselor.	Communication log information, attendance records, course credit certificate awarded. State assessments. Progress Monitoring. Academic history review. instruments.
2	The program is a drop out prevention program where student have personal issues that cause a struggle in completing course work and maintaining good attendance	Close communication between teacher, student, and parent will be maintained. Individualized attention will be given to struggling students	Teacher, Principal	daily attendance, progress monitoring on coursework	Attendance log, end of course certificate awards.

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	Students will work with algebraic concepts in math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
7% (1)	10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack	Students will utilize	Teacher	online	Novanet

1	knowledge of algebraic concepts.	various methods of developing algebraic concepts		
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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:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	Students need support with comprehension of questions being asked and problem solving skills in math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
14% (1)	20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Comprehension and application skills are in need of improvement	Students will be taught various problem solving strategies.	Teacher	online	Novanet

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:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics				
Mathematics Goal #5B:				
Mathematics Goal #5B: English Language Learners (ELL)				
2011 Current Level of Performance: *		2012 Expected Level of Performance: *		

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics				
Mathematics Goal #5C:				
Mathematics Goal #5C: Students with Disabilities (SWD)				
2011 Current Level of Performance: *		2012 Expected Level of Performance: *		

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	
Mathematics Goal #5D:	

Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Study of at risk students and risk factors	Grade 9-12	Principal	Connections teacher	ongoing meetings during planning or after student hours	monitoring of student academic progress and attendance	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Science Goals

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

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:

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	The percentage of students achieving a science level 3 will be maintained at 100%. (2)
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
100% (1)	100% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this program have attendance and personal issues that sometimes take them away from their academics	Continuous student and home contact will be implemented along with individual student goal setting. Individualized instruction when appropriate.	Principal, Teacher, Graduation Coach, Guidance Counselor	Communication log, attendance record, monitoring of student academic progress. Frequency of meetings with Graduation Coach and Guidance Counselor.	Communication log information, attendance records, course credit certificate awarded. State assessments. Progress Monitoring. Academic history review. instruments.
2	This program is a drop out prevention program where personal issues cause students to struggle with their academics	Continued communication between teacher, student, parent will be maintained. Individualized instruction will be conducted where appropriate	Teacher, Principal	Attendance monitoring, communication logs,	Attendance logs, awarding of end of course certificates

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	
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2011 Current Level of Performance: *		2012 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Study of students at risk and risk factors	Grade 9-12	Principal	Connections teacher	ongoing during teacher planning and after student hours	monitor student progress through earned credits and attendance	Principal

Science Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Writing Goals

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

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:

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	The number of students achieving a writing level 3 or better will increase from (2/3) 67% to (4/7) 57%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
67% (2/3)	70% (4/7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this program have attendance and personal issues that sometimes take them away from their academics.	Continuous student and home contact will be implemented along with individual student goal setting. Individualized instruction when appropriate.	Principal, Teacher, Graduation Coach, Guidance Counselor	Communication log, attendance record, monitoring of student academic progress. Frequency of meetings with Graduation Coach and Guidance Counselor.	Communication log information, attendance records, course credit certificate awarded. State assessments. Progress Monitoring. Academic history review. instruments.
2	Students in this program have a low reading ability (5 of 7 were level one in 2011). This directly impacts their writing skills.	Intensive 90 minute reading block will be incorporated along with Literacy Circles and anticipated peer tutoring. Increased focus on reading instruction will positively impact writing skills. Continued parent contact for absences will be conducted	Principal, Teacher, Literacy Team	FAIR testing, individual progress monitoring, student writing submissions, Monitoring of attendance patterns	FAIR, Teacher observation, Literacy Team Review

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	
Writing Goal #2B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	
Writing Goal #2C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing				
Writing Goal #2D:				
Writing Goal #2D: Economically Disadvantaged				
2011 Current Level of Performance: *		2012 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Study of students at risk and at risk factors	Grade 9-12	Principal	Connections teacher	ongoing during planning and after student hours	Monitor earned credits and attendance	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal # 1:	It is considered that low attendance has been a common and driving factor in the low achievement of this student group
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
Approximately 54% (15)	75% (10)
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
0-0	0-0
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
0-0	0-0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is considered that low reading ability may be a driving factor in low attendance rate	Focus on reading skills through varied methods	Principal, Teacher	Monitoring of reading progress and attendance rate	Reading monitoring assessments and attendance monitoring

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
Research periodicals Potential	Grade 9-12	DOE	Principal	ongoing	Monitor attendance	Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	
Suspension Goal #1:	
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	A decrease in drop out rate will be evident over the course of the year as student progress through the program.
2011 Current Dropout Rate: *	2012 Expected Dropout Rate: *
Currently about 25% of students fail to complete the program due to attrition, dismissal, or other factors.	Through better communication to parents, it is expected that the drop out rate due the previously mention factors will significantly reduce
2011 Current Graduation Rate: *	2012 Expected Graduation Rate: *
There were five students graduates the previous year.	It is expected that this rate will continue or increase as enrollment and attendance increase.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	This program is a drop out prevention strategy wher many students have personal issues that cause a barrier to attendance and academic success	Close communication will be maintained between teacher, parent, student in an effort to boost and maintain good attendance. Individualized attention will be made available to struggling to students	Teacher, Principal	Communication logs, daily attendance record	attendance logs, Communication logs, end of course certificate award.

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
Principal will visit neighboring alternative schools to study varieties of drop out prevention plans	9-12	Prinicpal	Principal	Year long	incorporate into current district drop out prevention plan	Principal
NA	NA	NA	NA	NA	NA	NA

Teachers will investigate barriers for students that lead toward at risk for graduation.	9-12	Principal	Principal Teachers	Year long	Incorporate into Drop Out Prevention plan for district	Principal
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Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Novanet	Computer based program	N&D	\$20,000.00
			Subtotal: \$20,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher		General fund	\$48,516.00
			Subtotal: \$48,516.00
			Grand Total: \$68,516.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal # 1:		Communication with all parents is critical as these students are potential drop outs and at risk. Some students are overage and on their own.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
Approximately 50%		Approximately 75% or greater			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Some students are	Continuous contact	Teacher, Principal	Email, Phone calls,	Notations, logs

1	overage and considered "on their own" or adults. Therefore parents are not involved with all attending students	with parents is maintained regarding attendance and discipline. Progress in assessments and attaining credit is communicated to parents		conferences	
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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
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Dropout Prevention	Novanet	Computer based program	N&D	\$20,000.00
				Subtotal: \$20,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Dropout Prevention	Teacher		General fund	\$48,516.00
				Subtotal: \$48,516.00
				Grand Total: \$68,516.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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No Attachment

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.

No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

Continued contact with parents and other community members will be conducted to achieve more balanced involvement.

Projected use of SAC Funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

Assist in communicating the purpose of the DeSoto Connections school.
Participate in setting goals and objectives for the program.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010
Adequate Yearly Progress (AYP) Trend Data 2008-2009

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found