

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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School Name: SARASOTA HIGH SCHOOL

District Name: Sarasota

Principal: Jeff Hradek

SAC Chair: Debora Reese

Superintendent: Lori White

Date of School Board Approval: Approval Pending

Last Modified on: 10/11/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jeff Hadek	BA - Marietta College MA - Ashland University	10	22	Principal of Sarasota High School from 2004 to present. In 2010 -2011 school year SHS was designated a B school. The 2011-2012 school grades have not been released. Reading Proficiency 57%
Assis Principal	Janel Dorn	BA - University of South Florida MA - National Louis University EdS - Argosy University	.3	.3	First Year as an Administrator
Assis Principal	Becky Moyer	BS - University of Central Florida MaA - University of South Florida	1.3	10.3	Administrator responsible for the monitoring and evaluation of the Math Department which scored a 59% pass rate on the Algebra EOC for the 2011-2012 school year.

Assis Principal	Mary Taylor	BS - Michigan State University MaEd - University of South Florida	7	19	Administrator responsible for the monitoring and evaluation of the Science Department which had a mean scale score of 53 which was 4 points higher than the state average for the 2011-2012 school year.
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INSTRUCTIONAL COACHES

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

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. SCIP (Sarasota County Induction Program)	Elisha Jennings and Lori Verier	On-going (New teachers participate in year-one activities, and sometimes continue a mentoring relationship into years two and/or three.	
2	2.Regular meetings with new teachers. Use of "coaching model" with established teachers (Level 2)	Principal and Assistant Principals	On-going	
3	3. Partnering new teachers with veteran staff (Mentoring relationships are established in year one. They may be continued in years two and/or three.	Janel Dorn and Dean Berkey	On-going throughout year one with expected weekly or bi-weekly meetings between mentor and mentee.	
4	4. Professional Learning Communities (PLCs) by subject area	monitored by administration	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Keith Elsbee - Out-of-field in teaching an Advanced Computer Graphics course	Mr. Elsbee will need to pass the Arts Subject Area Exam by June 30th, 2013. On-going participation in PLC group. Attendance at Department meetings. Informal mentoring by administrators and

Kirby Sanders - Out-of-field in teaching
Introduction to Film and Entertainment course

department chair.

Mr. Sanders will need to pass the English, Speech, or Drama Subject Area Exam by June 30th, 2013.
Attendance at Department meetings.
On-going participation in PLC group. Informal mentoring by administrators and department chair.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
106	7.5%(8)	11.3%(12)	46.2%(49)	34.9%(37)	83.0%(88)	0.0%(0)	13.2%(14)	3.8%(4)	9.4%(10)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dana Wells	Deborah Kaplan	Both Dana and Deborah are Math teachers. Dana Wells is a veteran teacher with experience in remedial and advance course work. She is also trained in PRIDE Teaching for Success and has completed the District's Teachers as Mentors training.	Mentors and mentees are provided an extra duty day to meet and begin learning school policies and expectations. Mentors will meet with their teacher mentee regularly during planning week and explain campus policies and procedures. Mentors and mentees will follow the provided Sarasota County Induction Program (SCIP) curriculum. Mentor will meet at least once per month throughout the school year to provide support and go over new teacher responsibilities including New Teacher Portfolio. The supervising administrators will schedule conferences and observations periodically throughout the year. Supervising administrator will also complete a midyear and end of year PRIDE evaluation which is part of the new Teacher Evaluation System (TES).
			Mentors and mentees are provided an extra duty day to meet and begin learning school policies and expectations. Mentors will meet with their

Susan Graham	Maurice Bolduc	Susan Graham is a veteran teacher with experience in remedial Reading and ESE courses. She is also trained in PRIDE Teaching for Success and has completed the District's Teachers as Mentors training.	teacher mentee regularly during planning week and explain campus policies and procedures. Mentors and mentees will follow the provided Sarasota County Induction Program (SCIP) curriculum. Mentor will meet at least once per month throughout the school year to provide support and go over new teacher responsibilities including New Teacher Portfolio. The supervising administrators will schedule conferences and observations periodically throughout the year. Supervising administrator will also complete a midyear and end of year PRIDE evaluation which is part of the new Teacher Evaluation System (TES).
Susan Graham	Deborah Abshire	Both Deborah and Susan are Reading/English teachers. Susan Graham is a veteran teacher with experience in remedial Reading and ESE courses. She is also trained in PRIDE Teaching for Success and has completed the District's Teachers as Mentors training.	Mentors and mentees are provided an extra duty day to meet and begin learning school policies and expectations. Mentors will meet with their teacher mentee regularly during planning week and explain campus policies and procedures. Mentors and mentees will follow the provided Sarasota County Induction Program (SCIP) curriculum. Mentor will meet at least once per month throughout the school year to provide support and go over new teacher responsibilities including New Teacher Portfolio. The supervising administrators will schedule conferences and observations periodically throughout the year. Supervising administrator will also complete a midyear and end of year PRIDE evaluation which is part of the new Teacher Evaluation System (TES).
Stella Karas	Adam Hughes	Both Stella and Adam are Social Studies teachers. Stella Karas is a veteran teacher with experience Social Science courses and training in Common Core. She is the current Social Studies Department Chair. Mrs. Karas is also trained in PRIDE Teaching for Success and has completed the District's Teachers as Mentors training.	Mentors and mentees are provided an extra duty day to meet and begin learning school policies and expectations. Mentors will meet with their teacher mentee regularly during planning week and explain campus policies and procedures. Mentors and mentees will follow the provided Sarasota County Induction Program (SCIP) curriculum. Mentor will meet at least once per month throughout the school year to provide support and go over new teacher responsibilities including New Teacher Portfolio. The supervising administrators will schedule conferences and observations periodically throughout the year. Supervising administrator will also complete a midyear and end of year PRIDE evaluation which is part of the new Teacher Evaluation System (TES).
		Dean and Allen are both math teachers and	Mentors and mentees are provided an extra duty

Dean Berkey	Allen Morlock	worked closely together when Allen was a long-term substitute at SHS. Dean Berkey is a veteran teacher with experience in a variety of Mathematics courses. He also serves on the school's Literacy Leadership Team. Mr. Berkey is also trained in PRIDE Teaching for Success and has completed the District's Teachers as Mentors training.	day to meet and begin learning school policies and expectations. Mentors will meet with their teacher mentee regularly during planning week and explain campus policies and procedures. Mentors and mentees will follow the provided Sarasota County Induction Program (SCIP) curriculum. Mentor will meet at least once per month throughout the school year to provide support and go over new teacher responsibilities including New Teacher Portfolio. The supervising administrators will schedule conferences and observations periodically throughout the year. Supervising administrator will also complete a midyear and end of year PRIDE evaluation which is part of the new Teacher Evaluation System (TES).
Laurie Saslow	Christian Sharbono	Laurie and Christian are both Science teachers. Laurie Saslow is a veteran teacher with experience in a variety of Science courses. She has many years experience as a mentor to new teachers. Mrs. Saslow is also trained in PRIDE Teaching for Success and has completed the District's Teachers as Mentors training.	Mentors and mentees are provided an extra duty day to meet and begin learning school policies and expectations. Mentors will meet with their teacher mentee regularly during planning week and explain campus policies and procedures. Mentors and mentees will follow the provided Sarasota County Induction Program (SCIP) curriculum. Mentor will meet at least once per month throughout the school year to provide support and go over new teacher responsibilities including New Teacher Portfolio. The supervising administrators will schedule conferences and observations periodically throughout the year. Supervising administrator will also complete a midyear and end of year PRIDE evaluation which is part of the new Teacher Evaluation System (TES).
Gina Baressi	Amanda Merriman	Both Gina and Amanda are Reading/English teachers. Gina Baressi is a veteran teacher with experience in remedial Reading and Advanced English courses. Gina Baressi serves on the school's Literacy Leadership Team. She is also trained in PRIDE Teaching for Success and has completed the District's Teachers as Mentors	Mentors and mentees are provided an extra duty day to meet and begin learning school policies and expectations. Mentors will meet with their teacher mentee regularly during planning week and explain campus policies and procedures. Mentors and mentees will follow the provided Sarasota County Induction Program (SCIP) curriculum. Mentor will meet at least once per month throughout the school year to provide support and go over new teacher responsibilities including New Teacher Portfolio. The supervising administrators will schedule conferences and observations periodically throughout the year. Supervising administrator will also complete a midyear and end of year PRIDE evaluation which is

		training.	part of the new Teacher Evaluation System (TES).
Shannon Nelson	Brandon Hentrich	Both Shannon and Brandon are Reading teachers. Shannon is a veteran teacher with experience in remedial Reading and ESE courses. She is also trained in PRIDE Teaching for Success and has completed the District's Teachers as Mentors training.	Mentors and mentees are provided an extra duty day to meet and begin learning school policies and expectations. Mentors will meet with their teacher mentee regularly during planning week and explain campus policies and procedures. Mentors and mentees will follow the provided Sarasota County Induction Program (SCIP) curriculum. Mentor will meet at least once per month throughout the school year to provide support and go over new teacher responsibilities including New Teacher Portfolio. The supervising administrators will schedule conferences and observations periodically throughout the year. Supervising administrator will also complete a midyear and end of year PRIDE evaluation which is part of the new Teacher Evaluation System (TES).

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

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Jeff Hradek – Principal; Provides overall leadership and direction of the RtI processes on site
 Becky Moyer – Assistant Principal; Provides Leadership and direction of RtI processes, oversees meetings and leads process
 Kay Zahn – Social Worker
 Pam Willmot – ESOL Liaison – Co Leader; Data specialist
 Kresho Kurtin – School Psychologist; Testing and psychological services
 Bernice Fuller – Truancy worker
 Terry Delaney– Counselor; Social and behavioral services, guidance services, community resources
 Mark Aschenbrenner – Data Specialist
 Ginger Godley – School Nurse
 Judy Slezak – ESE Liaison
 Susan Hilliard – ESE Liaison

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

At SHS School-wide Student Support meetings are held every Tuesday 8:00 – 9:00 am. The School-wide Student Support Team will monitor all aspects of student success including academic progress, attendance and behaviors. FCAT data, formative assessment, and progress monitoring data will be utilized to help determine if the applied strategies and interventions are successful. Teachers will use effective researched-based instructional strategies for all tier 1 and 2 students. Students needing additional tier 2 support will be discussed during collaborative sessions to include the department chairperson. Students who remain unresponsive to level 2 interventions will be discussed at the RTI meetings where additional strategies and support will be considered. The school Psychologist and Social Worker will assist at these meetings to help coordinate services on and possibly off campus.

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

The student data gathered by the RTI Leadership Team will provide information for discussion related to the needs assessment for the school. Trends in FCAT, FAIR and benchmark assessment data will be reviewed to help pinpoint areas where academic improvement is needed. School-wide Support Team will also analyze data about attendance, and referral rate to see what other factors may be affecting student progress. At least quarterly, one meeting will be devoted to analyzing the latest student data to assess how well the SIP is working.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Sarasota High school uses a variety of reports produced by RtI team members as well as from the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. The FCAT data, disaggregated by AYP subgroup for reading, mathematics, science and writing is utilized for baseline data at the very beginning of the school Year. As the year progresses, data from the FAIR and Focus assessments will be used as comparison to summarize progress for Tier 1, 2, and 3 and lowest quartile students. The RtI team will monitor data on student attendance and behavior as a means to help shape the RtI model at our site.

Describe the plan to train staff on MTSS.

The faculty has received a presentation by the SHS Administration for basic introduction to the concept, and reinforce that the RtI process is designed for academic as well as behavioral interventions. The administrator meetings with department chairs and the subsequent PLC meetings will be the support system for the teachers to determine strategies for Level 1 and 2 students. The collaborative teacher teams will work together to discuss and develop strategies for their students

Describe the plan to support MTSS.

The MTSS Leadership team communicates with district staff to provide the most current and effective model for problem-solving to meet the needs of students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Janel Dorn - Assistant Principal
Stella Karas - Social Studies
Ed Volz - Intensive Reading
Amy Nye - Science
Dean Berkey - Math
Brandon Hentrich - English
Christina Singleton - CTE

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

The Literacy Leadership Team meets monthly to:

Review student and school assessment data and align research-based strategies and Common Core literacy expectations with school-wide instructional practices. Establish greater levels of communication of research-based strategies to all content areas throughout the school by implementing Professional Development opportunities and sharing articles, literature, strategies, and other relevant information through the school's Sharepoint site. Encourage students to read for pleasure as well as for learning through a "Caught Reading" poster project and a school newspaper Literacy Corner. Introduce lessons and/or strategies to all teachers and students through TAP sessions. Implement "Drop Everything And Read" (DEAR) days campus wide through TAP. Collaborate with and conduct training for Department Chairs to impact literacy instruction for faculty. Participate in District meetings and professional development sessions such as attendance at FRA. Introduce new/promising literacy instruction strategies such as Close Reading and Text Dependent Questioning to content area departments. Learn/develop/incorporate/share effective vocabulary instruction methods to improve student learning in all subject areas.

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

Share vocabulary acquisition strategies campus wide to increase vocabulary comprehension in all content areas thereby improving learning across content areas and better prepare students for the rigor of FCAT 2.0, PERT, and Common Core.

The LLT will attend trainings and develop rich knowledge of Common Core research-based strategies. The LLT will develop professional development workshops in Text-dependent questioning, text complexity, and Close Reading for staff to improve literacy instruction and heighten the use of complex texts school wide.

The LLT will work to enhance students' love of reading by implementing TAP days for the purpose of independent silent reading. LLT will provide TAP teachers with high interest articles for students who do not have personal books. The LLT will

also design and present teachers with PowerPoints containing motivational quotes and statistics to enhance urgency for literacy skills.

The LLT is working with students in journalism to develop a "Literacy Corner" in the school newspaper featuring teachers who will share brief reviews of "Books you can't live without reading". LLT will also continue use of the school wide reading poster project featuring students and teachers enjoying reading.

The LLT will incorporate Differentiated Instructional strategies into shared literacy lessons and professional development events for all staff. The LLT's goal is to successfully model these strategies thereby encouraging differentiation as an impactful means to meet the needs of all students.

LLT members will assist in developing and implementing Lowest Quartile mentoring and help develop classroom lessons for bottom quartile reading teachers. LLT will analyze FAIR data and FCAT data to assist in development of progress monitoring techniques and motivational activities.

Public School Choice

Supplemental Educational Services (SES) Notification
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.

The Literacy Leadership Team will work to build bridges for literacy instruction in all content areas campus wide. The LLT will present reading strategies throughout the year through a variety of forums including: Professional Development during planning times, presentation at faculty meetings, and presentations to Department Chairs. The LLT's goal is to spread research-based literacy strategies to all content areas. In addition to providing schoolwide lessons and trainings, the LLT will promote Differentiation strategies and enhance understanding of Common Core standards. It is the responsibility of all teachers to implement reading strategies in their content area and the LLT will work to encourage this end. Administrators will discuss data and assessment results during teacher evaluation meetings emphasizing increased focus on literacy via the Value Added Model as a component in the final teacher evaluation scores. School based professional development interests were assessed at the beginning of the school year and site-based PD taught by veteran staff members and administrators will be prevalent throughout the 2012-13 school year. Furthermore, the Literacy Leadership Team will offer workshops for their peers at SHS on topics such as Text Complexity, Close Reading, and Text-Dependent Questioning for inservice credit. Application of these strategies will be discussed in Department Chair meetings, PLCs, and individual department meetings. Additionally, literacy instructional strategies are the focus of the majority of teachers' Individual Professional Development Plans which are monitored by designated administrators.

*High Schools Only

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

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

All teachers are presented information about the assessment data from the previous year. All teachers are provided the identity of students in the Lowest Quartile enrolled in their classes. The testing/data coordinator meets with each department, and if needed individually with teachers, to review and analyze the assessment data and areas of instruction needing adjustment. School administrators are assigned to teachers for support and coaching aligned with the development and implementation of the teacher's Individual Professional Development Plans (IPDP). Our focus continues to be literacy in all content areas and "Reading across the disciplines". Staff development activities are being developed by the Literacy Leadership Team (LLT) and will focus on research-based literacy strategies for each content area. Student data from the progress monitoring assessments will be provided for each of the teachers throughout the school year. Through our coaching model, teachers will be encouraged to utilize this information to adjust classroom instruction if needed.

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?

It is our goal to prepare our students to enter the workforce immediately after high school or college. To that end, students choose a small learning community with classes relevant to their interest. Our applied courses (career and technical education) fall within that SIC. For example, students interested in health and wellness would take courses in health science within the Health and Fitness Learning Community. At SHS, we integrate 7 CTE programs (6 Academies) into our curriculum.

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](#)

Sarasota High School is very closely aligned with both the State and District in percentages for post-graduation indicators according to the latest High School Feedback report. Data shows that 80% of our graduates enroll in post secondary institutions. Strategies we use to increase that percentage include enrolling more students into AP, AICE and DE classes to expose them to more rigorous curriculums. We are also in the process of increasing the industry certifications our students earn through their CTE classes. We are adding "completer" courses to many of our CTE programs to increase the student eligibility for the Florida Gold Seal awards. All students who did not pass the PERT exam in English and/or Mathematics in 11th grade are enrolled in English for College Readiness or Math for College Readiness in the 12th grade. Teachers of the new College Readiness courses have attended trainings/workshops to align curriculum and pedagogy so as to best prepare students for college level rigor.

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 27%(247) Level 3,4,5 - 57%(524)	Level 3 - 31% Level 3,4,5 - 61%

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	Heightened Rigor of FCAT 2.0 and Common Core	Focus on rigor through collaborative professional learning communities to create and analyze common assessments and adjust instruction accordingly. Include research-based literacy strategies from school-wide Literacy Leadership Team (LLT) plan in lessons.	Administration	PLC Leaders will meet with their team of teachers regularly to analyze common assessments and outcomes. Administrator will meet with PLC leaders to review student learning progress.	Collection and analysis of common assessments and student performance.
2	FAIR Assessment schedule adherence	The school will continue FAIR assessments to monitor student progress	Administration and Testing Coordinator	Review FAIR data reports to ensure teachers are assessing students according to the established schedule.	Analysis of FAIR assessments.
3	Instructional Focus Calendar adherence	The Language Arts and Reading Departments will work collaboratively to adhere to the Instructional Focus Calendar	Administration, Department Chair, PLC Leads	Administration will be aware of the curricular focus and monitor implementation through classroom walkthroughs and formal TES evaluations	Effectiveness will be determined through FAIR assessments and end of year FCAT scores.
4	Students not motivated to read.	Enhancing the love of reading through LLT strategies including Drop Everything and Read (DEAR) days, Literacy Book Corner in the school newspaper, and school wide literacy lessons using High Interest articles.	Teachers, LLT Team members, Administration	Survey staff after DEAR Days. Classroom walkthrough data, classroom observations, reading assessment data.	Effectiveness will be determined through survey data and end of year FCAT scores.
	New teachers will need professional development	1. School will implement the District Instructional	Administration Department Chairs	1. Conduct classroom walkthroughs to ensure	FAIR and FOCUS assessment results

5	and mentoring in the area of progress monitoring	<p>Focus Calendar</p> <p>2. School will implement the IFC mini assessments on benchmarks.</p> <p>3. School will implement FAIR assessments to monitor student progress.</p> <p>4. Include research-based literacy strategies from school-wide Literacy Leadership Team (LLT) plan in lessons.</p> <p>5. Continue to implement PLCs with purpose of working on curriculum, common assessments, and monitoring student progress.</p> <p>6. Teachers will use FCAT Explorer and FOCUS (FL Achieves) as strategies to provide students with tools to match their area(s) of proficiency.</p>	<p>PLC Facilitators</p> <p>Data/Test Coordinator</p> <p>Teachers</p>	<p>teachers are working in alignment with the District's IFCs and LLT strategies.</p> <p>2. Attend Department meetings to discuss implementation of mini-assessments and LLT strategies.</p> <p>3. Review FAIR reports to ensure teachers are assessing students according to the created schedule.</p> <p>4. Administrators will monitor PLC Minutes.</p>	<p>Minutes from PLC and Department Meetings</p> <p>Classroom Walkthrough Logs</p> <p>Bottom Quartile Progress Monitoring data collection</p>
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	<p>By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 30%(277) Level 3,4,5 - 57%(524)	Level 4,5 - 32% Level 3,4,5 - 61%

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	New Standards, Instructional Materials and Resources, and changes to the Instructional Focus Calendars.	Rigor and focus through collaborative professional learning communities to create and analyze FAIR and teacher-created common assessments to adjust instruction accordingly. Teachers will implement research-based instructional strategies (e.g. Kagen, CRIS, GRR).	Administrators, AICE coordinator, AICE, Honors and AP Teachers	PLC Leaders will meet with their team of teachers regularly to analyze common assessments and outcomes. Administrator will meet with PLC leaders to review student learning progress.	Collection and analysis of FAIR and common assessment data; Administrative awareness of curricular focus implementation by reviewing lessons and conducting classroom walkthroughs.
2	The new AICE textbooks and resource materials	Introduction of AICE English courses.	Principal and AICE coordinator	AICE teachers will meet frequently to collaborate on instructional strategies the new AICE Courses.	Analysis of the Cambridge International Test results.
3	Students unwilling to enroll in Honors, AICE, AP, and/or Dual Enrollment Courses.	Accelerated curriculum through honors, Advanced Placement, Dual Enrollment, and AICE Courses.	Administration, Department Chairs, Guidance COounselors	PRIDE/TES Classroom Walkthroughs Review of data	Enrollment numbers in advanced courses AP Passing Rate with 3 and above AICE Passing Rate Dual Enrollment Grade Verification Report
4					

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(524)	69%

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	New Standards, Instructional Materials and Resources and Instructional Focus Calendars.	1) Rigor and focus through collaborative professional learning communities to create and analyze FAIR and teacher-created common assessments to adjust instruction accordingly. 2) Teachers will implement research-based instructional strategies (e.g. Kagen, CRISS, GRR).	Administration	PLC Leaders will meet with their team of teachers regularly to analyze common assessments and outcomes. Administrator will meet with PLC leaders to review student learning progress.	Collection and analysis of FAIR and common assessment data; Administrative awareness of curricular focus implementation by reviewing lessons and conducting classroom walkthroughs.
2	Students are reading below level and have not met Annual Measurable Objectives	1) Students performing at Level I will be placed in Intensive Reading intervention classes. 2) FUSION model is used to block Language Arts classes combined with Intensive Reading. Teachers have received training in this model. 3) The school will implement the District Instructional Focus Calendar. 4) The school will implement IFC Mini-benchmark assessments. 5) The school will implement FAIR assessments to monitor student progress. 6) Teachers will implement LLT strategies to incorporate literacy skills in every subject.	Administration Department Chairs PLC Leads Teachers	Conduct Classroom walkthroughs to ensure teachers are working in alignment with IFCS, are using rigorous literacy strategies, and are incorporating higher order/critical thinking skills. Attend Department meetings to discuss implementation of assessments. Monitor PLC Minutes. Review FAIR data.	FAIR data FOCUS data print outs by teacher Walkthrough data PLC logs Percentage of students making AMO on the 2013 FCAT 2.0

	7) Continue to implement PLCs with the purpose of working on curriculum, common assessments, and monitoring student progress.		
	8) Teachers will use FCAT Explorer and FOCUS (FL ACHIEVES) as strategies to provide students with tools to improve reading deficits.		

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(139)	70%

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
	New Standards, Instructional Materials and Resources and Instructional Focus Calendars	Rigor and focus through collaborative professional learning communities to create and analyze FAIR and teacher-created common assessments to adjust instruction	Administrators, PLC leads, Department Chairs, Teachers	PLC Leaders will meet with their team of teachers regularly to analyze common assessments and outcomes. Administrator will meet with PLC	Collection and analysis of FAIR and common assessment data; Administrative awareness of curricular focus

1		accordingly.		leaders to review student learning progress.	implementation by reviewing lessons and conducting classroom walkthroughs.
2	Placing more students with disabilities into mainstreamed classes.	Facilitating resource teachers' ability to support students whenever possible.	Principal/ESE Liaisons	Closely monitor the progress/grades of SWD students	Comparison of data for individual students; compare student year's progress assigned to an ESE teacher with that of the mainstreamed teacher.
3	Poor student attendance	Each counselor and liaison will be assigned the responsibility to track and mentor a group of Lowest Quartile students and communicate frequently with their parents. School Support personnel will be assigned a bottom quartile Reading class to meet with regularly and build relationships while sharing a high impact/high interest reading activity with	Administrators, counselors, liaisons, School-wide Student Support Team	Monitor the benchmark assessments and document trends of progress. SWST will meet weekly to discuss attendance issues and contact families when concerns arise. Teachers will hold one on one data chats with lowest quartile students and write personal goals.	Benchmark assessments, FAIR and FCAT data Weekly attendance data monitored in SWST. Lowest Quartile Data Chat tracking sheets
4	School has a limited number of Reading Endorsed and CAR/PD certified teachers to service our students. School no longer has a Literacy Coach to service our teachers and students.	1) Students performing at Level I will be placed in Intensive Reading intervention classes. 2) FUSION model is used to block Language Arts classes combined with Intensive Reading. Teachers have received training in this model. 3) The school will implement the District Instructional Focus Calendar. 4) Reading teachers implement IFC Mini-benchmark assessments. 5) The school will implement FAIR assessments to monitor student progress. 6) Teachers will implement LLT strategies to incorporate literacy skills in every subject. 7) Continue to implement	Administration, Literacy Leadership Team, Data/Assessment Coach, Teachers	Literacy Leadership team will survey staff Data Chats with Data Coordinator in Department meetings and faculty meetings. In-house Professional Development opportunities led by administration and/or teacher leaders.	Percent of lowest quartile students making Annual Measurable Objectives on FCAT 2.0. FAIR data. Survey data

	<p>PLCs with the purpose of working on curriculum, common assessments, and monitoring student progress.</p> <p>8) Teachers will use FCAT Explorer and FOCUS (FL ACHIEVES) as strategies to provide students with tools to improve reading deficits.</p> <p>9) School will continue to support a Literacy Leadership team who will work on sharing cross curricular, research based strategies to all teachers and improve the love of reading across the school.</p> <p>10. A school team will attend the Florida Reading Association (FRA) and share research-based knowledge with staff.</p>	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (2016-2017) is					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	64	68	71	75	

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 by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 68%(383) Hispanic 47%(83) Black 22%(15) Asian 44%	White 70% Hispanic 55% Black 40% Asian 56%

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	Lowest Quartile subgroup students continue to face an achievement gap.	All Lowest Quartile subgroup students will have a staff member meet with them in a mentor/mentee	Administration and School Wide Support Team (SWST)	Surveys of Reading Teachers and dialogue in SWST	FAIR and end of year summative assessment data (FCAT 2.0)

		relationship.			
2	Low self esteem	Progress Monitor performance Mentoring RTI/MTSS Interventions Support Staff mentoring in class YMCA Mentoring Program	Administration, Guidance, Teachers, SWST, Mentors	School wide Climate Survey	School wide Climate Survey
3	ELL/Language Acquisition	Classroom assistance from ELL Aides. Reading Remediation in ELL/FUSION classes Language Dictionaries for ELL students	ESOL Liason, Teachers, Administration, ELL Aides	Monitor assessments, Quarter and Semester grades, FAIR and benchmark assessments	CELLA, FCAT 2.0

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. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%	32%

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	Low self esteem	Progress Monitor performance Mentoring RTI/MTSS Interventions Support Staff mentoring in class	YMCA Mentoring Program Administration, Guidance, Teachers, SWST, Mentors	School wide Climate Survey	School wide Climate Survey
2	ELL/Language Acquisition	Classroom assistance from ELL Aides. Reading Remediation in ELL/FUSION classes Language Dictionaries for ELL students	ESOL Liason, Teachers, Administration, ELL Aides	Monitor assessments, Quarter and Semester grades, FAIR and benchmark assessments CELLA, FCAT 2.0	Monitor assessments, Quarter and Semester grades, FAIR and benchmark assessments CELLA, FCAT 2.0

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. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
27%	41%

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	SWD and subgroups' educational needs and proficiency rates vary greatly.	<p>All SWD performing at Level 1 or 2 are placed in Intensive Reading intervention classes.</p> <p>Intensive Reading intervention classes are leveled by DSS scores.</p> <p>There are specified ESE Intensive Reading classes.</p> <p>Workshops and professional development will enhance implementation of school wide LLT strategies.</p> <p>SHS will participate in standardized progress monitoring.</p> <p>All Lowest Quartile ESE students will be matched with a mentor and a support personnel will work with individual reading classes and teachers.</p> <p>SWST will work continuously to review attendance, behavior, and grades.</p>	ESE Department Behavior Specialist SWST Administration Data/Tesing Coordinator Teachers Mentors	<p>SWST meeting minutes</p> <p>Progress Monitoring data Teachers will keep quarterly data log sheets</p> <p>Assessments/surveys of mentoring program effectiveness</p> <p>IEP Meetings and Re-evaluation data</p> <p>ESE Department Meetings</p>	<p>FAIR data</p> <p>SWST data</p> <p>Teacher data sheets</p> <p>Grades</p>

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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
49%	54%

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					
2	Lack of awareness of who are our low SES students.	Use At-Risk spreadsheets and data to become aware of economically disadvantaged students. Communicate with guidance department through SWST meetings. Encourage teachers to attend district Ruby Payne trainings.	SWST members Administration Teachers Guidance Counselors	SWST Minutes	FAIR scores Classroom walkthrough data to monitor use of LLT Literacy strategies Benchmark assessment results

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing student assessments (FAIR, Social Studies benchmarks, Benchmark Writing, Florida FOCUS and Formative Assessments) to plan for instruction and interventions	ENG/LA, Social Studies, Mathematics, Science, 9-12	Administrators, Data/Testing Coordinator, Department Chairs	Content Area Teachers	Focus and analysis on data occurs regularly in PLCs and Department meetings: September 2012-May 2013	Walkthroughs, observations and collaboration with teachers, progress monitoring data	Administrative Team, Teachers, Data/Testing Coordinator
Understanding the Instructional Focus Calendars (IFCs)	All 9 - 12	District LA Specialist	All teachers with an IFC	September 2012	Walkthroughs, observations, PLC meetings, and collaboration with teachers on IPDPs	Administrative Team, PLC members, Department Chairs
Introduction to Common Core State Standards (CCSS)	All 9-12	Administration and lead teachers who attended the Common Core Summer Institute	All faculty	August 2012	Walkthroughs, observations, PLC meetings, PERT Exam data, and collaboration with teachers in Department meetings.	Administrative Team, PLC members, Department Chairs
FCAT 2.0: Changes to Writing Rubric and Scoring techniques for Writing Benchmark Assessments	ENG/Reading: grades 9 and 10	Administration and Data/Testing Coordinator	All ENG/Reading teachers in grades 9 and 10	August 2012	Walkthroughs, observations and collaboration with teachers, monitoring benchmark Writing assessment data, PLC meeting minutes, Department meetings	Administrative Team, Teachers, Data/Testing Coordinator, PLCs, Department Chairs
FCAT 2.0 - Writing Instruction	English/Reading for grades 9 and 10	District Personnel	All ENG/Reading teachers in grades 9 and 10	October 2012	Walkthroughs, observations and collaboration with teachers, monitoring benchmark Writing assessment data, PLC meeting minutes, Department meetings	Administrative Team, Teachers, Data/Testing Coordinator, PLCs, Department Chairs

LLT Workshop - Focus on Close Reading and Text-Dependent Questioning	All 9 - 12	District Personnel	Literacy Leadership Team members	October 2012	Walkthroughs, observations, PLC collaboration with teachers, monitoring benchmark FAIR and Writing assessment data, PLC meeting minutes, Department meetings	Administrative Team, LLT Members, Teachers, Data/Testing Coordinator, PLCs, Department Chairs
Defined STEM online learning database	All 9 - 12	District Personnel and Defined STEM support personnel	Literacy Leadership Team members	October 2012	walkthroughs, Classroom observations, PLC minutes, Department Meetings	Administrative Team, PLCs, Department Chairs
Close Reading Strategy	All 9 - 12	LLT Members and Administration	School-wide	October 2012	Walkthroughs, observations, PLC collaboration with teachers, monitoring benchmark FAIR and Writing assessment data, PLC meeting minutes, Department meetings	Administrative Team, LLT Members, Teachers, Data/Testing Coordinator, PLCs, Department Chairs
Understanding and Analyzing Text Complexity	All 9 - 12	District LA Specialist	LLT Team members	January 2013, LLT workshop	Walkthroughs, observations, PLC collaboration with teachers, monitoring benchmark FAIR assessment data, PLC meeting minutes, Department meetings	Administrative Team, LLT Members, Teachers, Data/Testing Coordinator, PLCs, Department Chairs
Understanding and Analyzing Text Complexity	All 9 - 12	LLT Members and administration	School-wide	February 2013	Walkthroughs, observations, PLC collaboration with teachers, monitoring benchmark FAIR assessment data, PLC meeting minutes, Department meetings	Administrative Team, LLT Members, Teachers, Data/Testing Coordinator, PLCs, Department Chairs
FL DOE Common Core Writing Workshop	English/Reading for grades 9 and 10	FL DOE Common Core Writing Specialists	Administrator and ENG/LA Department Representative	October 2012	Walkthroughs, observations, PLC collaboration with teachers, monitoring benchmark Writing assessment data, PLC meeting minutes, Department meetings	Administrative Team, Data/Testing Coordinator, PLCs, ENG/LA Department Chair
(DI) Differentiated Instruction	9-12	Administration, DI Team	All Departments	2012 - 2013 ongoing	Walk-throughs, observations, and PLC collaboration with teachers	Administrative Team, DI Team, Department Chair

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.			
2012 Current Percent of Students Proficient in listening/speaking:					
68%(28) GOAL 72%					
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 with limited Vocabulary and Fluency	Place students in a fused Developmental Language Arts/ESOL English class. Students use Rosetta Stone software. Teachers will utilize the Rourke Reading Web standards based software	Pam Willmot	Analyze CELLA data for placement in fused ESOL class. FAIR testing- Assessment 1, Assessment 2 and Assessment 3 Administer Pre-Test/Post-Test Rourke Reading Web.	Fair Data Pre-Test/Post/test Rourke Reading Web. CELLA
Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal # 2:		By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.			
2012 Current Percent of Students Proficient in reading:					
27%(11) GOAL 35%					

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 limited in Fluency and Reading Comprehension	Place students in a fused Developmental Language Arts/ESOL English class. Students Use Rosetta Stone software Teachers will utilize the Rourke Reading Web standards based software.	Pam Willmot	Analyze CELLA data for placement in Fused ESOL class FAIR Testing-Assessment 1, Assessment 2 and Assessment 3. Administer Pre-Test/Post-Test Rourke Reading Web.	FAIR data Pre-Test/Post-Test Rourke Reading web CELLA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.

2012 Current Percent of Students Proficient in writing:

39%(16) GOAL 43%

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 with limited Vocabulary	Place students in a fused Developmental Language Arts/ESOL English class. Students will use Rosetta Stone software. Teachers will utilize the Rourke Reading Web standards based software.	Pam Willmot	Analyze CELLA data for placement in Fused ESOL class. Fair Testing-Assessment 1, Assessment 2 and Assessment 3. Administer Pre-Test/Post-Test Rourke Reading Web.	FAIR data Pre-Test/Post-Test Rourke Reading Web. CELLA

CELLA 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 CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 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
1	Early identification of students, time for mastery of skills	ESE Liaisons will monitor SWD students and their progress to set appropriate goals	Sue Hilliard, Judy Slezak, Mark Rupprecht, Glen Whitney, Becky Moyer	Progress monitor SWD students, walk-throughs, observations	Progress monitoring data, teacher assessments

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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 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
1	Early identification of students, time for mastery of skills	ESE Liaisons will monitor SWD students and their progress to set appropriate goals	Sue Hilliard, Judy Slezak, Mark Rupprecht, Glen Whitney, Becky Moyer	Progress monitor SWD students, walk-throughs, observations	Progress monitoring data, teacher assessments

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. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 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
1	Early identification of students, time for mastery of skills	ESE Liaisons will monitor SWD students and their progress to set appropriate goals	Sue Hilliard, Judy Slezak, Mark Rupprecht, Glen Whitney, Becky Moyer	Progress monitor SWD students, walk-throughs, observations	Progress monitoring data, teacher assessments

Algebra End-of-Course (EOC) 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 scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 48%(176) Level 3,4,5 - 59%(216)	Level 3 - 52% Level 3,4,5 - 63%

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	Student attendance and at-risk behavior for dropping-out due to increased demands	Progress Monitoring, Differentiating using researched based instructional approaches, Using common assessments, and Collaborative planning	Becky Moyer, Glen Whitney	Review student data, Peer collaboration, Student feedback, Administrator evaluations	FL Achieves, EOCE – ALG 1, District math assessment (LEARN), Common formative and summative assessments

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 scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across
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	Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 11%(40) Level 3,4,5 - 59%(216)	Level 4,5 - 15% Level 3,4,5 - 63%

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	AICE math books and resources are fairly new to our teachers.	Provide AICE Math courses to increase rigor for upper level students.	Becky Moyer, Merlin Schenk, and Glen Whitney	AICE teachers will meet frequently to collaborate on instructional strategies for the AICE Courses	EOCE-Algebra 1, District math assessment (LEARN), Common formative and summative assessments, Analysis of the Cambridge International test results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (2016-2017) is					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian % Black 44% Hispanic 66% White 77%	Asian % Black 40% Hispanic 57% Exceeded AMO Target White 66% Exceeded AMO Target

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	Skill deficiencies due to poor student attendance or at-risk student behavior for dropping out of school	Progress Monitoring, Differentiating using researched based instructional approaches, and collaborative planning	Becky Moyer, Glen Whitney	Review student data, Peer collaboration, Student feedback, Administrator evaluations	FL Achieves, EOCE – ALG 1, District math assessment (LEARN), Common formative and summative assessments

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% AMO Goal is 48%	48%

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	Skill deficiencies due to poor attendance or gaps in learning	Progress Monitoring, Differentiating using researched based effective instructional approaches, and collaborative planning	Becky Moyer, Glen Whitney	Review student data, Peer collaboration, Student feedback, Administrator evaluations	FL Achieves, EOC – ALG 1, District math assessment (LEARN), Common formative and summative assessments

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%	52%

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	More SWD students are being incorporated into the mainstreamed courses.	ESE Liaisons will track SWD students and monitor their progress within mainstreamed classes versus non mainstreamed classes.	Sue Hilliard, Judy Slezak, Mark Rupprecht, Glen Whitney, Becky Moyer	Progress monitor SWD students and compare the academic achievement in both mainstreamed and non-mainstreamed classes	Benchmark assessment data, teacher produced common assessments, and EOC Exam (where applicable)

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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or
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Algebra Goal #3E:	above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	58% Exceeded AMO Target

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	Skill deficiencies due to poor attendance or at-risk behavior for dropping-out of school	Progress Monitoring, Differentiating using researched based effective instructional approaches, Using common assessments, and collaborative planning	Becky Moyer, Glen Whitney	Review student data, Peer collaboration, Student feedback, Administrator evaluations	FL Achieves, EOCE – ALG 1, District math assessment (LEARN), Common formative and summative assessments

End of Algebra EOC Goals

Geometry End-of-Course (EOC) 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 scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 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
1	Skill deficiencies due to poor attendance or at-risk behavior for dropping-out of school	Progress Monitoring, Differentiating using researched based instructional approaches, Using common assessments, and collaborative planning	Becky Moyer, Glen Whitney	Review student data, Peer collaboration, Student feedback, Administrator evaluations	FL Achieves, EOCE – Geometry, District math assessment (LEARN), Common formative and summative assessments

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 scoring at or above Achievement Levels 4 and 5 in Geometry.	
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Geometry Goal #2:					
2012 Current Level of Performance:		2013 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
1	AICE math books and resources are fairly new to our teachers.	Provide AICE Math courses to increase rigor for upper level students.	Becky Moyer, Merlin Schenk, and Glen Whitney	AICE teachers will meet frequently to collaborate on instructional strategies for the new AICE Courses	EOCE-Geometry, District benchmark assessment (LEARN), Analysis of the Cambridge International test results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:					
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:					
2012 Current Level of Performance:			2013 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
1	Skill deficiencies due to poor student attendance and at-risk behavior for dropping out of school	Progress Monitoring, Differentiated lessons using researched based instructional approaches, Using common assessments, and Collaborative planning	Becky Moyer and Glen Whitney	Review student data, Peer collaboration, Student feedback, Administrator evaluations	FL Achieves EOCE – Geometry, District math assessment (LEARN), Common formative and summative

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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 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
1	Skill deficiencies due to poor student attendance or at-risk behavior for dropping out of school	Progress monitoring, Differentiated lessons using researched based instructional approaches, Using common assessments, and Collaborative planning	Becky Moyer, Glen Whitney	Review student data, Peer collaboration, Student feedback, Administrator evaluations	FL Achieves, EOCE – Geometry, District math assessment (LEARN), Common formative and summative assessments

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 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
1	More SWD students are being incorporated into the mainstreamed courses.	ESE Liaisons will monitor the progress of SWD students within mainstreamed classes versus non mainstreamed classes.	Sue Hilliard, Judy Slezak, Mark Rupprecht, Glen Whitney, Becky Moyer	Progress monitor SWD students and compare the academic achievement in both mainstreamed and non-mainstreamed classes	Benchmark assessment data, Teacher produced common assessments, and EOC Exam (where applicable)

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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	
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Geometry Goal #3E:					
2012 Current Level of Performance:		2013 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
1	Skill deficiencies due to poor student attendance or at-risk behavior for dropping out of school	Progress monitoring, Differentiated lessons using researched based instructional approaches, Using common assessments, and Collaborative planning	Becky Moyer, Glen Whitney	Review student data, Peer collaboration, Student feedback, Administrator evaluations	FL Achieves EOCE – Geometry, District math assessment (LEARN), Common formative and summative assessments

End of Geometry EOC Goals

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unpacking the standards imbedded in the Instructional focus Calendars	9 - 12, Algebra, Geometry, Math for College Readiness	Catherine Coccozza, Merlin Schenk, Janel Dorn	Math Department	August/September 2012	Walk-throughs, observations, and PLC collaboration with teachers	Becky Moyer, Glen Whitney
Developing common formative and summative assessments	9 - 12	Glen Whitney	Math Department	Weekly	Walk-throughs, observations, and PLC collaboration with teachers	Becky Moyer, Glen Whitney
Progress Monitoring	9-12, Algebra, Geometry	Glen Whitney, Mark Aschenbrenner, Becky Moyer	Math Department	Weekly	Walk-throughs, observations, and PLC collaboration with teachers	Glen Whitney, Mark Aschenbrenner, Becky Moyer
Common Core Standards	9-12	Janel Dorn, Glen Whitney, Stella Karas	All Departments	August 2012-Ongoing	Walk-throughs, observations, and PLC collaboration with teachers	Janel Dorn, Glen Whitney, Becky Moyer
Differentiated Instruction	9-12	Becky Moyer, DI Team, Ashley Hernandez	All Departments	September, October, January 2012 - ongoing	Walk-throughs, observations, and PLC collaboration with teachers	Becky Moyer, Glen Whitney
TI Nspire Technology	9-12, Algebra, Geometry	Alicia Page, Candace Millington, Becky Moyer, Glen Whitney	Ashley Hernandez, Susan Ashby, Deborah Kaplan, Tracy Schenk, Dana Wells, Glen Whitney	Initial training - July 2012, ongoing	Monthly coaching from TI trainer, PLC collaboration with teachers, walk-throughs, observations	Becky Moyer, Glen Whitney, Candace Millington, Evie Eddins, Steve Cantees
					PLC collaboration	

AICE Math Curriculum	9-12, AICE math courses	AICE PD instructor, Merlin Schenk	Gayle Alexander	Fall 2012	with AICE teachers, walk-throughs, observations	Merlin Schenk, Becky Moyer, Glen Whitney
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Teacher training, resources	School instructional fund	\$2,000.00
Common Core Standards	Teacher/Admin training, resources	School instructional fund	\$2,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
TI Nspire Technology	TI Nspire class sets (6) and teacher tools, teacher training, and ongoing coaching	Private Donor - Gulfcoast Community Foundation	\$50,000.00
			Subtotal: \$50,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AICE Math Curriculum	Teacher training for AICE courses	Title II fund	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$55,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		For 2013 there will be a minimum 2 point increase in mean scale score on the Biology EOC		
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Mean Scale Score for all grades on the Biology EOC was 53.		For 2013 The mean Scale score is expected to be 55.		
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. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 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				

Biology End-of-Course (EOC) 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 scoring at Achievement Level 3 in Biology. Biology Goal #1:	
2012 Current Level of Performance:	2013 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. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	

2012 Current Level of Performance:		2013 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 (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						

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:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(358)	85%

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 writing below proficiency-level	<p>Implement school-wide writing program to ensure consistency and continuity of the following writing elements: Focus, Organization, Support, and Conventions.</p> <p>Conduct training with Grade 9 and 10 ENG/Reading teachers on heightened rigor of the FCAT 2.0 Writing assessment and changes to the scoring procedures.</p> <p>PLCs collaborate on common lessons and assesment activities to improve school-wide writing instruction.</p> <p>LLT will share lessons and strategies on Text-Dependent Questioning and written responses.</p> <p>Interdisciplinary unit(s) such as school-wide election activities will implement writing concepts and skills across curriculums.</p>	<p>Administration</p> <p>ENG/Language Arts Chair</p> <p>PLC leads</p> <p>Teachers</p> <p>Data/Testing Coordinator</p>	<p>Review District Benchmark Writing assessments</p> <p>Review mock FCAT exams</p> <p>ENG/Language Arts lesson plans will be aligned with the IFC</p> <p>PLC collaboration notes will be monitored by administration</p> <p>PLCs will target areas of writing that need additional support</p> <p>Administration will be aware of IFC's writing focus and monitor implementation throughout the classrooms by using walkthroughs</p>	<p>Data Spreadsheet on Benchmark Writing Assessments</p> <p>Monitor Writing/ENG lesson plans</p> <p>Monitor PLC and Department meeting minutes</p> <p>Teachers will score and monitor student writing samples using FCAT rubric and guidelines</p>

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:

	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when
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1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(166)	42%

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	<p>Students writing below proficiency-level Data Spreadsheet on Benchmark Writing Assessments</p> <p>Monitor Writing/ENG lesson plans</p> <p>Monitor PLC and Department meeting minutes</p> <p>Teachers will carefully score and monitor student writing samples</p>	<p>Implement school-wide writing program to ensure consistency and continuity of the following writing elements: Focus, Organization, Support, and Conventions.</p> <p>Conduct training with Grade 9 and 10 ENG/Reading teachers on heightened rigor of the FCAT 2.0 Writing assessment and changes to the scoring procedures.</p> <p>PLCs collaborate on common lessons and assesment activities to improve school-wide writing instruction.</p> <p>LLT will share lessons and strategies on Text-Dependent Questioning and written responses.</p> <p>Interdisciplinary unit(s) such as school-wide election activities will implement writing concepts and skills across curriculums. Administration</p>	<p>ENG/Language Arts Chair</p> <p>PLC leads</p> <p>Teachers</p> <p>Data/Testing Coordinator</p>	<p>Review District Benchmark Writing assessments</p> <p>Review mock FCAT exams</p> <p>ENG/Language Arts lesson plans will be aligned with the IFC</p> <p>PLC collaboration notes will be monitored by administration</p> <p>PLCs will target areas of writing that need additional support</p> <p>Administration will be aware of IFC's writing focus and monitor implementation throughout the classrooms by using walkthroughs</p>	<p>Data Spreadsheet on Benchmark Writing Assessments</p> <p>Monitor Writing/ENG lesson plans</p> <p>Monitor PLC and Department meeting minutes</p> <p>Teachers will score and monitor student writing samples using FCAT guidelines</p>

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.

				Target Dates	
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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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding the Instructional Focus Calendars (IFCs)	All 9 - 12	District LA Specialist	All teachers with an IFC	September 2012	Walkthroughs, observations, PLC meetings, and collaboration with teachers on IPDPs	Administrative Team, PLC members, Department Chairs
FCAT 2.0: Changes to Writing Rubric and Scoring techniques for Writing Benchmark Assessments	ENG/Reading: grades 9 and 10	Administration and Data/Testing Coordinator	All ENG/Reading teachers in grades 9 and 10	August 2012	Walkthroughs, observations and collaboration with teachers, monitoring benchmark Writing assessment data, PLC meeting minutes, Department meeting minutes	Administrative Team, Teachers, Data/Testing Coordinator, PLCs, Department Chairs
Analyzing student assessments (FAIR, Benchmark Writing, Florida FOCUS and Formative Assessments) to plan for instruction and interventions	ENG/LA, Social Studies, Mathematics, Science, 9-12	Administrators, Data/Testing Coordinator, Department Chairs	Content Area Teachers	Focus and analysis on data occurs regularly in PLCs and Department meetings: September 2012-May 2013	Walkthroughs, observations and collaboration with teachers, monitoring writing benchmark assessment data	Administrative Team, Teachers, Data/Testing Coordinator
FCAT 2.0 - Writing Instruction	English/Reading for grades 9 and 10	District Personnel	All ENG/Reading teachers in grades 9 and 10	October 2012	Walkthroughs, observations and collaboration with teachers, monitoring benchmark Writing assessment data, PLC meeting minutes, Department meeting minutes	Administrative Team, Teachers, Data/Testing Coordinator, PLCs, Department Chairs
FL DOE Common Core Writing Workshop	English/Reading for grades 9 and 10	FL DOE Common Core Writing Specialists	Administrator and an ENG/LA Department Representative	October 2012	Walkthroughs, observations, PLC collaboration with teachers, monitoring benchmark Writing assessment data, PLC meeting minutes, Department meeting minutes	Administrative Team, Data/Testing Coordinator, PLCs, ENG/LA Department Chair

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

U.S. History End-of-Course (EOC) 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 scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:		2013 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. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:				
2012 Current Level of Performance:		2013 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 (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						

U.S. History 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 U.S. History EOC 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	<p>ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage.</p> <p>ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease.</p>

Attendance Goal # 1:	If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease . ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.2% (2001/2102)	97.2%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1112	1028
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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	Lack of student Motivation	Publicise athletic programs and clubs to facilitate student involvement at the school. Increase parent notification/communication	Athletic director and Principal. Response to Intervention Team and Assistant Principal	Compare data about numbers of students participating in clubs and sports. Review attendance data periodically throughout the year and compare to data at the same time in the previous year.	Rosters for sports and clubs. Attendance Data
2	Current economic climate producing few new job prospects putting strains on home environment	Weekly attendance meetings with the SWST to identify students with poor attendance and make home contact.	Response to Intvention Team, Guidance counselors, Social Worker.	Review attendance data periodically throughout the year and compare to data at the same time in the previous year.	Attendance Data
3	Students having to walk further to bus stops	Reinforce the "Attendance for Privileges" policy.	Administrative Team and Activity Sponsors.	Review attendance data periodically throughout the year and compare to data at the same time in the previous year.	Attendance data
4	Student irresponsibility about getting to class on time	Conduct Tardy sweeps frequently.	Security staff and Administrators	Review data on students tardy to class. Analyze data for identification of habitual offenders.	Data on Tardies.

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Directive to PLCs to make attendance and motivation part of their discussion topics.	9 - 12	PLC Leader and Assistant Principal	School-wide	PLC meetings at least twice a month focused on attendance and motivation.	Tracking of individual student attendance records by PLC	PLC teachers, administration

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:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

788	683
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
384	279
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
268	163
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
193	193

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	<p>Reduced security staff and constriction of campus due to construction.</p> <p>Economic tensions and Mid -East unrest causing stress in families that may lead to student frustration and anger.</p> <p>Students involved in promoting rumors and gossip.</p> <p>Inceased social connectivity through technology.</p>	<p>Whenever possible the SRO officers will provide security at after-school events.</p> <p>Encouraging all staff to become more visible and proactive on campus.</p> <p>Promoting sevility through the Teacher Advisory lessons through the school video system.</p> <p>Increased Guidance interventions.</p> <p>Efficient use of the MTSS process on campus.</p>	Principal and Assistant Principals	Reviewing and comparing suspension data more frequently.	Analysis of school discipline data.

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget:

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)

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

* 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:	
<p>1. Dropout Prevention</p> <p>Dropout Prevention Goal #1:</p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>Dropout Goal</p> <p>For the School year 2012-2013, there will be a reduction in the percent of students who dropout of school. If the current dropout rate is 2.5 or higher, there will be a .4 percent reduction. If the current dropout rate is less than 2.5, there will be a .2 percent reduction.</p> <p>Graduation Goal</p> <p>For the school year 2012-2013, the percentage of students graduating from high school will increase. If the current graduation rate is less than 84 percent, there will be a minimum of a 4 percentage point increase for all subgroups. If the current graduation rate is 84 percent or higher, there will be a 2 percentage point increase.</p>
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2%(42)	1.8%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

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	<p>Student lack of connection between obtaining a diploma and future life goals.</p> <p>Students needing to work to help support their families in these poor economic times.</p> <p>Families without access to the internet at home or at work.</p>	<p>Increased Guidance interventions.</p> <p>Improve communication with parents.</p> <p>Increase the number of students matched with a mentor.</p> <p>Increase the time and opportunities for students to receive academic assistance out of the classroom.</p> <p>Increase awareness of Crosspointe as a tool for parents to more closely monitor student attendance and academic progress.</p>	Guidance and Administration	<p>Careful review of student data and climate surveys.</p> <p>Document the frequency of students taking advantage of tutoring sessions/help sessions.</p> <p>Collect data about the volume of participation and frequency for parent use of Crosspointe.</p> <p>Survey students that use the tutoring/help sessions to determine if they feel they are valuable.</p>	<p>Analysis of climate survey information.</p> <p>Analyze reports that provide data about Crosspoint log-on by parents.</p> <p>Analyze student surveys about tutoring/help sessions and which strategiew the students feel were more helpful.</p>	

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention 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 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:		For the 2012-2013 school year SHS would like to increase the volunteer hours by 5%			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
On average, volunteers at SHS logged in 10,825 hours in a year.		The expected level of volunteerism should increase to 11,366 hours.			
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	Parents have increasing work and home responsibilities.	Active recruitment of business partners. Increase the use of ConnectEd to announce school related activities.	Principal and Assistant Principals. Event organizers	Make sure the volunteer hours are logged into the PALS data base.	Analyze the log of volunteers and the hours they donate to the school.
2	Parents and community members do not have a good understanding of the benefits they could provide.	Take time to recognize and celebrate parents for what they do.	Principal and Assistant Principals.	Keep records pertaining to the level and frequency of school/parent activities.	Analyze the log of volunteers and the hours and the types of services they donate to the school.
3	Many adults feel they do not have the skills needed to work with "today's" teens	Publicize the roles of volunteers and provide training.	School volunteer coordinator.	Gather input from the training participants to assess their comfort level about volunteering.	Assessment of which types of events were better attended. Comparison of the data to see if more individuals participated or if the same volunteers just added time to their service.

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Increase the number of students enrolled in "non-traditional" CTE courses by 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

1	Cost of recruiting new students. 1. Marketing materials 2. Substitutes so that teachers can visit the Middle Schools and showcase their program.	Allow Digital Design students to construct marketing materials. Visit Middle Schools after high school dismissal to help educate and motivate students about CTE courses. Actively "showcase" CTE courses at SPIN events.	CTE Department Chair, Guidance Counselors and CTE Assistant Principal. CTE and core teachers in the Academy.	Disaggregate enrollment reports for the 2011-2012 school year and compare the diversity of student enrollment for each of the CTE programs.	Enrollment reports (Perkins Report).
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning training	Engineering, health and culinary arts 9-12	CTE Administrator CTE Department chair Ryan Miller	CTE and core academic teachers in the academy	October: training in project-based teaching Weekly collaboration sessions focused on interdisciplinary projects	CTE Administrator will review project development and rubric documents.	CTE Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Recruitment of additional students including targeting special groups of students	Marketing materials including brochures and posters.	School Industry Certification funds	\$1,000.00
Recruitment of students into non-taditional careers	Additional paper and ink for printing brochures etc	School Industry Certification funds	\$500.00
			Subtotal: \$1,500.00
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
Showcase CTE programs/academies at SPIN events and visits to middle schools	substitutes for teachers recruiting during school hours	CTE District funds	\$2,000.00
			Subtotal: \$2,000.00

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Industry Certification Exams for CTE courses will be administered to at least 50% of students enrolled in that course. Of those students who take the certification test, 70% or more will pass.			
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	Budgetary limits to purchase exams.	Funds need to be reserved for the Certification Exams both at the District and school level.	CTE Assistant Principal	Monitor student progress and student pass rate and compare previous year's data with current year's data.	Enrollment reports. Industry Certification reports for both students and teachers. Geometrix, Certiport. Serve-Safe and pre/post tests.
2	Availability of instructional materials aligned with Industry Certification Exam.	Locate, and utilize online instructional resources that align with certification exams.	CTE teachers	Monitor student progress and student pass rate and compare previous year's data with current year's data.	Enrollment reports. Industry Certification reports for both students and teachers. Geometrix,
3	Teachers who may not pass the Certification Exam and therefore cannot administer the exam to their students.	Utilize the State mini-grants for teacher Industry Certification.	CTE Teachers and department chair	Monitor student progress and student pass rate and compare previous year's data with current year's data.	Enrollment reports Industry Certification reports for both students and teachers. Geometrix, Certiport.
4	Inaccurate reporting of students taking and passing certification tests	Improve process for monitoring and reporting student certification data.	CTE Department chair Registrar	Compare enrollment data and testing data for accuracy	Certification reports and Perkin's report.

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Online FACTE PD courses 1. NG-CAR PD 2. NG-CATER	9 - 12 All CTE courses	CTE Administrator CTE DEpartment Chair	All CTE teachers and core subject academy cohorts	Monthly CTE department meetings Weekly PLC collaboration sessions CTE appropriate PD schedule	Professional Development enrollment information PLC meeting minutes	CTE Assistant Principal and CTE Dept. Chair
Project-based learning training	Engineering, Health Science, and culinary Arts 9-12	CTE Administator CTE Department Chair Ryan Miller	CTE and core academic teaches in the academies.	October: training in project-based teaching Weekly collaboration sessions focused on interdisciplinay projects	CTE administrator will review project development and rubric documents.	CTE Assistant Principal.

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers receiving Industry Certification(s).	Industry Certification training is offered on-line	State Minigrants	\$500.00
			Subtotal: \$500.00
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: \$500.00

End of CTE 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
Mathematics	Differentiated Instruction	Teacher training, resources	School instructional fund	\$2,000.00
Mathematics	Common Core Standards	Teacher/Admin training, resources	School instructional fund	\$2,000.00
STEM	Recruitment of additional students including targeting special groups of students	Marketing materials including brochures and posters.	School Industry Certification funds	\$1,000.00
STEM	Recruitment of students into non-taditional careers	Additional paper and ink for printing brochures etc	School Industry Certification funds	\$500.00
CTE	Teachers receiving Industry Certification (s).	Industry Certification training is offered on-line	State Minigrants	\$500.00
				Subtotal: \$6,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	TI Nspire Technology	TI Nspire class sets (6) and teacher tools, teacher training, and ongoing coaching	Private Donor - Gulfcoast Community Foundation	\$50,000.00
				Subtotal: \$50,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	AICE Math Curriculum	Teacher training for AICE courses	Title II fund	\$1,000.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	Showcase CTE programs/academies at SPIN events and visits to middle schools	substitutes for teachers recruiting during school hours	CTE District funds	\$2,000.00
				Subtotal: \$2,000.00
				Grand Total: \$59,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

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. Please verify the statement above by selecting "Yes" or "No" below.



If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Purchase of additional Kindles for the media center	\$2,000.00
Creating a social network of support.	\$500.00
Other soon to be identified classroom needs.	\$5,000.00

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

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Sarasota School District SARASOTA HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	88%	78%	52%	270	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	83%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	70% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					532	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Sarasota School District SARASOTA HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	84%	82%	42%	264	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	76%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	68% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					520	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested